
THIRD
NATIONAL
SURVEY
OF
SECONDARY
TEACHER
EDUCATION
IN
INDIA

3054

THIRD NATIONAL SURVEY
OF
SECONDARY TEACHER EDUCATION
IN INDIA

PROJECT INCHARGE
Dr. L.C. Singh

PROJECT STAFF
Nirmal Sabharwal
D.N. Khosla
Ravi Kanta Chopra
Ajit Singh
T.N.S. Bhatnagar

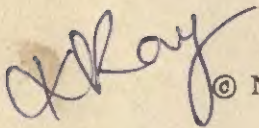


राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
National Council of Educational Research and Training

November 1983

Kartika 1905

PD-1T—BB



© National Council of Educational Research and Training, 1983

S.C.E.R.T., West Bengal

Date.....12/12/84..

Acc. No....3059....

379.151
NCE

Price : Rs. 46.4⁰ \$ 14.00 £ 4.70

Published at the Publication Department by C. Ramachandran, Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016 and printed at Mayur Press, 27, D.L.F. Industrial Area, Najafgarh Road, New Delhi 110015

FOREWORD

The Department of Teacher Education conducted the last national survey of teacher education institutions in 1965. The main objective of the survey was to collect basic information about the programme, facilities and resources of teacher education institutions at the secondary level. The present report deals with the Third National Survey of Teacher Education which was started in 1971. It includes data from 259 Colleges of Education and University Departments of Education.

It is hoped that the basic information presented in the report will prove useful for administrators and research workers in the field of teacher education.

I am thankful to the heads of all the institutions who cooperated in this study and furnished the data.

I thank Dr. L.C. Singh, Reader in the Department of Teacher Education, who planned and carried out the survey. I also thank Smt. N. Sabharwal, Shri D.N. Khosla, Shri Ajit Singh, Smt. Ravi Kanta Chopra and Shri T.N.S. Bhatnagar who were responsible for the analysis of data and drafting of the reports of various sections. Smt. S.P. Gupta and Smt. S. Sidhu also rendered help in the tabulation of data. Shri B.N. Pandey made valuable suggestions during the execution of the project. My thanks are due to them and also to other members of the National Institute of Education who extended their cooperation from time to time.

New Delhi
2 September 1983

P.L. MALHOTRA
Director
National Council of
Educational Research and Training

FOREWORD

The purpose of this book is to provide a comprehensive survey of the history of the United States from the time of the first settlement to the present. It is intended for use as a text in the study of American history, and as a reference work for the general reader.

The book is divided into two main parts. The first part, which covers the period from the first settlement to the end of the Civil War, is written by the author. The second part, which covers the period from the end of the Civil War to the present, is written by other authors.

The first part of the book is divided into three main sections. The first section, which covers the period from the first settlement to the end of the Revolutionary War, is written by the author. The second section, which covers the period from the end of the Revolutionary War to the end of the Civil War, is written by other authors. The third section, which covers the period from the end of the Civil War to the present, is written by other authors.



The second part of the book is divided into three main sections. The first section, which covers the period from the end of the Civil War to the end of the First World War, is written by the author. The second section, which covers the period from the end of the First World War to the end of the Second World War, is written by other authors. The third section, which covers the period from the end of the Second World War to the present, is written by other authors.

The book is written in a clear, concise, and readable style. It is intended to be a useful and interesting read for all who are interested in the history of the United States.

CONTENTS

FOREWORD	iii
LIST OF TABLES	vii
I Introduction	1
II Nature and Growth of Secondary Teacher Education Institutions	5
III Character of Student Population	27
IV Academic Programme	68
V Student Teaching	116
VI Evaluation	175
VII Resources	195
VIII Summary of Findings	225
APPENDIX I—List of Responding Institutions	235
APPENDIX II—Survey Questionnaire	246

LIST OF TABLES

1.1	Number of Teacher Education Institutions (TEIs) Covered under the Survey	4
2.1	Growth of Teacher Education Institutions 1966-1971	11
2.2	Year-Wise Growth of TEIs Started as Independent or a Part of Bigger Institutions (University/Colleges)	12
2.3	TEIs Functioning as Independent Institutions or Sections/Departments of the Bigger Institutions	13
2.4	Residential Nature of Institutions	13
2.5	Types of Teacher Education Institutions	14
2.6	Management of Teacher Education Institutions	14
2.7	Private Institutions and their Nature	15
2.8	Other Institutions under the Same Management	15
2.9	TEIs Clusters at Different Locations	16
2.10	Location of Clusters	16
2.11	Academic Control of Teacher Education Institutions	17
2.12	Distribution of TEIs under Different Examining Authorities	18
2.13	Types of Courses	19
2.14	Institutions Offering Diploma in Education at Elementary Teacher Education Level	20
2.15	Examining Bodies	21
2.16	Types of Courses in University Departments	21
2.17	Nature of Courses	22
2.18	TEIs Offering M.Ed. Part-Time Course	23
2.19	Admission Requirements to M.Ed. and Ph.D. Courses	24
2.20	Admission Requirements for Admission to B.Ed./B.T. Courses	25
2.21	Extension Centre/Unit, Research Wing, etc.	26
3.1	Sanctioned Strength, Applications Received and Enrolment During 1968-69	36
3.2	Sanctioned Strength, Applications Received and Enrolment During 1969-70	36
3.3	Sanctioned Strength, Applications Received and Enrolment During 1970-71	37
3.4	Enrolment and Drop-out During 1968-69	37
3.5	Enrolment and Drop-out During 1969-70	38
3.6	Enrolment and Drop-out During 1970-71	38
3.7	Pass Percentage During 1968-69	39
3.8	Pass Percentage During 1969-70	39
3.9	Pass Percentage During 1970-71	40
3.10	Number of Candidates Admitted to the TEIs by Certain Factors/Agencies During 1968-69	41
3.11	Number of Candidates Admitted to the TEIs by Certain Factors/Agencies During 1969-70	42
3.12	Number of Candidates Admitted to the TEIs by Certain Factors/Agencies During 1970-71	43
3.13	Subject-Wise Output During 1968-69	44
3.14	Subject-Wise Output During 1969-70	47
3.15	Subject-Wise Output During 1970-71	51
3.16	Output of Teachers According to Divisions in 1968-69	54

3.17 Output of Teachers According to Divisions in 1969-70	55
3.18 Output of Teachers According to Divisions in 1970-71	56
3.19 Educational Background of the Students Admitted to B.Ed. Courses in 1968-69	57
3.20 Educational Background of the Students Admitted to B.Ed. Courses in 1969-70	59
3.21 Educational Background of the Students Admitted to B.Ed. Courses in 1970-71	60
3.22 Factors Considered While Admitting Students into TEIs in 1968-69	62
3.23 Factors Considered While Admitting Students into TEIs in 1969-70	63
3.24 Factors Considered While Admitting Students into TEIs in 1970-71	64
3.25 Sanctioned Strength, Applications for Admission and Enrolment of M.Ed. (Regular Course) During 1968-69	65
3.26 Sanctioned Strength, Applications for Admission and Enrolment of M.Ed. (Regular Course) During 1969-70	65
3.27 Sanctioned Strength, Applications for Admission and Enrolment of M.Ed. (Regular Course) During 1970-71	66
3.28 Enrolment and Drop-out During 1968-69	66
3.29 Enrolment and Drop-out During 1969-70	67
3.30 Enrolment and Drop-out During 1970-71	67
4.1 Medium of Instruction and Examination	82
4.2 Number of Sessions/Terms in an Academic Year	83
4.3 Number of Weeks in Two Terms and Three Terms a Session	83
4.4 Working Days in a Week	84
4.5 Number of Periods in a Teaching Day on an Average	85
4.6 Duration of Each Period	86
4.7 Periods Devoted to Theory Papers in a Week	87
4.8 Periods Devoted to Practical Work of Theory Papers per Week	88
4.9 Number of Periods Devoted to Practice Teaching in a Week	89
4.10a Number of Periods Devoted to Practical Work Related to Co-Curricular Activities per Week	90
4.10b Number of Periods per Week Devoted to Practical Work Related to Co-Curricular Activities During Working Hours of TEIs	91
4.10c Number of Periods per Week Devoted to Practical Work Related to Co-Curricular Activities Outside the College Hours	92
4.11 Classification of Theory Papers	93
4.12 General Orientation Programme in Teacher Education for Students Before Teaching the Theory Papers	109
4.13 Time Devoted to General Orientation Programme	110
4.14 Methods and Techniques Adopted in Teaching Theory Papers	111
4.15 Nature of Tutorials	112
4.16 Strength of Each Section of Tutorials	113
4.17 Frequency of Tutorials	114
4.18 Number of Periods Devoted to Tutorials per Week	115
5.1 Number of Subjects a Trainee is Required to Teach During Practice Teaching	143
5.2 Number of Lessons a Trainee is Required to Teach	144
5.3 Weightage of Teaching Subjects	145
5.4 Organisational Pattern of Practice Teaching	146
5.5 Practice Teaching Done for Full and Half Days	147
5.6 Number of TEIs having Attached Demonstration/Experimental Schools	148
5.7 Number of Cooperating Schools Available to TEIs	149
5.8 Number of Practising Schools Available to TEIs	150
5.9 Purposes for which Demonstration/Experimental Schools are Used	151
5.10 Purposes for which Cooperating Schools are Used	152
5.11 Purposes for which Practising Schools are Used	153

5.12	Nature of Assistance by School Teachers	154
5.13	Nature of Orientation of School Teachers	155
5.14	Incentives to School Teachers	157
5.15	Problems Faced in Enlisting Cooperation of School Teachers	158
5.16	Practice Teaching in Rural and Urban Schools	159
5.17	Time for Preparation Before Student Teachers are Sent for Practice Teaching	160
5.18	Nature of Preparation by Student Teachers	161
5.19	Number of Lessons a Trainee is Required to Observe of Other Trainees	162
5.20	Number of Lessons a Trainee is Required to Observe of Class Teachers	163
5.21	Proforma Used by Trainees for Recording Their Observations	164
5.22	Schools Where Demonstration Lessons are Organised by TEIs	165
5.23	Post-Demonstration Discussion	166
5.24	Persons Who Give Demonstration Lessons	167
5.25	Discussion Regarding Criticism Lessons in a Class	168
5.26	Purposes of Organising Criticism Lessons	169
5.27	Counting of Criticism Lessons Towards Internal Assessment	170
5.28	Persons Who Approve Lesson Plans	171
5.29	Provision of Time in the Regular College Time-Table for Discussion and Approval of Lesson Plans	172
5.30	Approaches to Lesson Planning Encouraged by TEIs	173
5.31	Supervision of Lessons	174
6.1	Maximum Marks Allotted to Theory, Practice of Teaching and Practical Work of the B.Ed. Course	180
6.2	Allotment of Marks for Internal and External Examination	182
6.3	Criteria for Internal Assessment of Theory Papers	184
6.4	Criteria for Internal Assessment for Practice Teaching	185
6.5	Procedure of Internal Assessment for Practice Teaching	186
6.6	Method of Consolidation of Internal Assessment for Practice Teaching	187
6.7	Criteria for Additional Skill	188
6.8	Pass Percentage of Teaching	189
6.9	Percentage of Marks	191
6.10	Pattern of the B.Ed. Results	193
7.1	Buildings of TEIs and their Adequacies	201
7.2	TEIs with Classrooms	202
7.3	TEIs with Subject Rooms	203
7.4	TEIs with Tutorial Rooms	204
7.5	TEIs with Staff Room and Assembly Hall	205
7.6	TEIs with Men's and Women's Common Room	206
7.7	TEIs with Store Room, Canteen and Staff Quarters	207
7.8	TEIs with Library and Reading Rooms	208
7.9	TEIs with According to the Number of Books in the Library (1970-71)	209
7.10	TEIs with Different Types of Science Laboratories	210
7.11	TEIs with Psychology, Home Science, Commerce, Technology and Geography Laboratories	211
7.12	TEIs with Different Types of Craft Workshops	212
7.13	TEIs with Audio-Visual Equipments (Multiple Responses)	213
7.14	Number of Male, Female, Full-time and Part-time Teacher Educators in TEIs (1970-71)	214
7.15	Teacher-Pupil Ratio in TEIs Offering Only B.Ed. (1970-71)	215
7.16	Teacher-Pupil Ratio in TEIs Offering Only B.Ed. and M.Ed. (1970-71)	216
7.17	Qualifications of Teacher Educators	217
7.18	Number of TEIs Reporting Difficulty in getting Qualified Staff in Different Subjects (Multiple Responses)	218
7.19	Number and Durations of Vacancies (1970-71)	219

7.20 Retirement Benefits in TEIs	220
7.21 Pay Scales of Different Categories of Teaching Staff During 1970-71	221
7.22 Total and Average Expenditure (Recurring) Incurred by TEIs During 1968-69, 1969-70 and 1970-71	222
7.23 Per Capita Expenditure (Recurring) of TEIs Offering Only B.Ed. During 1968-69, 1969-70 and 1970-71	223
7.24 Per Capita Expenditure (Recurring) of TEIs Offering B.Ed. and M.Ed. During 1968-69, 1969-70 and 1970-71	224

CHAPTER I

Introduction

The Background

THE first survey of secondary teacher education was undertaken by the Central Institute of Education, (CIE), Delhi, in 1962. This survey was neither sufficiently detailed nor exhaustive. Later in 1963, when the Department of Teacher Education was set up in the National Council of Educational Research and Training (NCERT), it took up surveys of teacher education institutions (T.E.Is) at the elementary and secondary levels as a part of its regular functions.

The second national survey of secondary teacher education was carried out in 1965. The main purpose of the survey was to make the status study of the programmes, facilities and resources of the secondary teacher education institutions in the country and to make the data available to educational planners and administrators at various levels for purposes of future planning and development of teacher education. The information about all aspects of the institutions was collected with the help of a comprehensive questionnaire which was mailed out to 273 institutions that existed in April 1965. To ensure that the completed questionnaires were received from nearly all the institutions, a group of teacher educators were trained and sent to various institutions for helping them in answering the questionnaires. The teacher educators also conducted on-the-spot studies and interviewed the principals, staff members and some student-teachers. The data thus collected covered 231 institutions which were preparing graduate teachers. The survey report* contains informations with regard to two academic sessions 1963-64 and 1964-65. The report has proved useful in the planning of teacher education for its qualitative improvement and quantitative expansion.

Objectives

Realising the utility of collecting periodically the basic data in teacher education, it was decided to conduct bench-mark surveys once every five years. The third national survey of teacher education was accordingly planned with the major objectives of finding out the status of Teacher Education Institutions (T.E.Is) with regard to their programmes, student population, staff, finances, and physical facilities etc.

Scope

1. The survey covers all the Secondary Teacher Education Institutions (T.E.Is) that existed in April 1971 in various States and Union territories of India.
2. Secondary Teacher Education Institutions include University Departments of Education, Colleges of Education and the Departments of Education attached to various Degree and Post-Graduate Colleges, running B.Ed./B.T. courses for general graduate teachers for middle, high and higher secondary schools.
3. Post-Graduate courses in Education such as M.Ed., M.A. (Education), M.Phil., M.Litt., and Ph.D programmes in Education are also covered under the survey.

Survey Questionnaire during 1970-71

A comprehensive questionnaire was prepared which aimed at collecting information for three consecutive sessions 1968-69, 1969-70, 1970-71 covering the following aspects:

*Second National Survey of Secondary Teacher Education in India. NCERT : 1969, Rs. 8.90

1. *General Information*—identifying data, nature of the institution, management, stages of institutional growth.
2. *Courses*—types of courses, admission requirements, selection procedures.
3. *Student population*—student enrolment, their qualifications and divisions, subject-wise out-put of student teachers.
4. *Instructional programme*—academic session, medium of instruction and examination, duration and allotment of periods to theory and practical work.

Theory papers—compulsory and optional, teaching methodology used.

Student teaching—organisation, supervision and methodology, practising schools.
Extension and research activities.

5. *Assessment*—allotment of marks to various courses, student teaching and other practical work, minimum pass marks, examining agency, internal assessment and external examination.
6. *Resources*—physical facilities, buildings, laboratory, workshop and library, etc.
7. *Finances*—income and expenditure figures, recurring and non-recurring grants.
8. *Personnel*—teaching faculty, their workload, their professional activities other than teaching.

The draft questionnaire was first discussed in the faculty meetings. It was then modified accordingly and tried out in local institutions. After the try-out, the questionnaire was reviewed and revised before getting it printed. The final form of the questionnaire is given at Appendix B.

Data Collection

The questionnaire was mailed to all the 381 teacher education institutions at the secondary level that existed on 1st April, 1971 though the mailing was delayed because the printing of questionnaire took quite some time. Also, the initial response to the questionnaire was very poor. But four consecutive reminders prompted more institutions to supply the required information. In July 1973, yet another attempt was made to interest the remaining teacher education institutions in filling up the questionnaire. It, however, turned out that only 259 institutions answered most of the questionnaire items (See Appendix A). While conducting a national survey of this kind, one would have liked to ensure a 100% response but the questionnaire was bulky and teacher

education institutions were apathetic to supplying the information readily. Thus, even the close of 1973 saw only 68% of T.E.Is sending the information needed for the survey.

Thus, the survey finally covered 259 institutions. These included University Departments of Education, and Colleges of Education and Departments of Education attached to Degree Colleges (Table 1.1.). These institutions run B.Ed /B.T. courses and prepare general graduate teachers. Some of these institutions run M.Ed./ M.A. (Education) course as well.

Analysis

The information thus collected from the 259 institutions was tabulated State-wise and item-wise. National Tables were prepared to have comparative view at a glance. Wherever considered desirable, the frequency data was converted into percentages for meaningful comparisons. Wherever the required information was not supplied by all the responding institutions (N=259), the analysis was confined to the total number of institutions that responded to the particular item. Thus 'N' varies from item to item. Where only a few institutions had supplied information for an item, it was not analysed for presentation in this report.

In the absence of additional research staff for the survey, the regular members of departmental staff who could spare some time out of their other assignments were engaged for tabulation and analysis work. In view of the quantum of work, the available man hours were inadequate for speedy analysis. The tabulation and analysis could be completed only by the end of December 1975.

Preparation of the Report

Some members of the project staff expressed the desire that they should be given the opportunity to write the survey report. As such individual chapters were written by different staff members as shown below.

Chapter	Author
Introduction	L.C. Singh
Growth of Teacher Education	
Institutions	T.N.S. Bhatnagar
Student Population	Ajit Singh
Instructional Programme	Nirmal Sabharwal
Student Teaching	Nirmal Sabharwal and D.N. Khosla
Assessment	T.N.S. Bhatnagar
Resources	Ravi Chopra
Summary of Findings	L.C. Singh

While scrutinising and editing the report, attempt has been made to bring about uniformity in the presentation and description of the data, but some degree of variability due to the differences in individual author's style of writing is inevitable.

To facilitate smooth reading the text of each chapter is followed by relevant data in the tabular form. The text, however, contains reference to the tables. The publication of the survey report has been delayed due to unavoidable circumstances including transfer of some officers who were associated from the beginning of the project. The present report presents data for three consecutive years and represents the position as obtained in the month of April of 1969, 1970 and 1971. However, Table I, also gives the number of secondary teacher education institutions as on 1 April 1975.

Findings

The summary of findings is given in the last chapter of this report. However, a brief resume of the main findings may not be out of place at this stage.

There has been a rapid growth of teacher education institutions during the sixties. 42.5% additional T.E.Is came into existence during 1963 to 1971. In April 1971, the number of T.E.Is was 381.

At present 77.6% T.E.Is are functioning as independent institutions and 22.4% as sections of postgraduate colleges or university departments. 83% T.E.Is are co-educational and 63% are privately managed (aided or unaided).

As many as 58 universities exercise academic control over 93.82% T.E.Is while 3 State Departments of Education control 6.17% T.E.Is. 64.09% institutions offer only B.Ed. B.T./L.T. courses whereas 15.44% run both B.Ed. and M.Ed. programmes. 20.46% offer other courses like Diploma in Education, M.Phil, Ph.D. and D. Lit. 10.81 per cent T.E.Is offer courses for elementary teachers in addition to B.Ed./B.T. programmes. 35.90% institutions have facilities for in-service education of teachers. These institutions have their own Departments of Extension Services.

The average enrolment of B.Ed. students per institution increased from 128.8% in 1968-69 to 137.1% in 1970-71. On an average 45% students admitted to B.Ed. course are freshers. The drop-out rate is approximately 6% per year. The pass percentage remains steady around 90%.

Those admitted to the B.Ed. course in the 1971-72 session fared better than those who did the programme during the two earlier academic sessions. The average

age of B.Ed. students also showed an upward trend during the years under survey. While the average enrolment of M.Ed. students showed a slight increase the rate of drop-outs fluctuated.

English is the medium of instruction in 56.8% T.E.Is. However, 71.8% institutions use English as the medium of examination. Some regional languages are also used as instructional and examination media by some of the T.E.Is. Most of the institutions (80.4%) have six-day week, while some (27.0%) institutions have seven period a day on an average.

Large variations are noticed in the number of theory papers offered by various T.E.Is. Principles of education and educational psychology are offered as compulsory papers by all. Orientation programmes are organised by most of the institutions for the general orientation of student-teachers. Among the methods of teaching followed in T.E.Is., lecture-method is the most popular method. In addition, assignment, tutorials seminars, etc., are also practised as teaching methods.

A majority of the institutions (84.9%) offer two teaching subjects for practice teaching programme. The total number of lessons ranges from 40 to 60. Block teaching practice is the most popular pattern. A majority of institutions (64.7%) organise practice teaching on full days while 35.3% have it on half days. Most of the institutions have one or two attached demonstration schools. Lesson plans prepared by student-teachers are checked and approved by method masters in 79.9% T.E.Is. Supervision of full teaching period is done in 58.7% institutions.

The maximum marks allotted to theory, practice teaching and practical work range from 400 to 750, 100 to 400 and 50 to 450 respectively in most of the institutions. The assessment of these three aspects of the curriculum is invariably both internal and external. Internal assessment is based on periodical tests and/or assignments.

Out of 62 examining bodies, 58 award three divisions and the remaining 4 award only pass and distinction. 24 examining bodies give separate division in theory and practical work.

Seventy-seven per cent T.E.Is are housed in their own buildings and 70.9% T.E.Is consider their buildings adequate for their requirements. About two-third T.E.Is. consider their class rooms and libraries adequate for their purposes. Large variations are noticed regarding total number of books available in the libraries of T.E.Is. 33.6% T.E.Is have 2,500 or less than 2,500 books as against 14.7% T.E.Is having more than 10,000 books in their libraries. About 50%

ments or section of universities or colleges of general education. Of these 58, 37 are sections of colleges and 21 are universities departments and university colleges. Except in five States namely U.P. West Bengal, Karnataka, Gujarat and Orissa where only 14.3% of the total number of T.E.Is are functioning as sections/departments of colleges, other States do not have such types of institutions. In the States of Madhya Pradesh, Jammu and Kashmir, Tripura, Rajasthan and the Union Territories of Delhi, Goa and Chandigarh all the T.E.Is are independent colleges. In all the States except in Himachal Pradesh, Jammu and Kashmir, Rajasthan and Andhra Pradesh T.E.Is are functioning either as departments or colleges. According to the information collected for this survey, Uttar Pradesh has the highest number of university departments of education followed by Assam, Gujarat, Karnataka and West Bengal.

According to the figures of the Second National Survey on Secondary Teacher Education 68% of T.E.Is were functioning as independent institutions and 20.5% of T.E.Is were functioning as departments or sections of colleges. Only 11.5% were university departments of education and university colleges. If these figures are compared with the present data, it may be seen that there is an increase of 9.6% of T.E.Is functioning as independent institutions. The number of T.E.Is working as sections/departments of bigger institutions is on the decrease as the trend is to convert them into independent colleges of education.

Residential Nature of T.E.Is

Table 2.4 reveals that a majority (57.1%) of T.E.Is are partly residential. The number of institutions providing residential accommodation for all the students is 35 (13.5%) whereas the number of institutions providing no residential accommodation is 77 (29.7%). The number is still greater than those providing residential accommodation to all the students.

The Second National survey report also shows 144 (53%) are partly residential institutions, 62 (23%) are residential institutions and 67 (24%) are non-residential institutions. This means that there is an increase of 4.1% in the case of partly residential institutions and 5.7% in non-residential institutions but a decrease of about 10.5% of residential institutions, as compared to the figures of the present survey.

As for the State-wise position, it is found that all the States of Assam and Haryana there is not single residential T.E.I. The States of Himachal Pradesh and Jammu and Kashmir and the Union Territories of Chandigarh,

Goa, Daman and Diu neither have any fully residential T.E.I. nor any non-residential T.E.I. Further, Bihar, Orissa, Rajasthan and Tripura do not have any non-residential T.E.I. The remaining States have all the three types of T.E.Is.

The highest percentage of residential T.E.Is are found in Bihar (75%), followed by Rajasthan (58%), Tripura (50%), Orissa (33%) and Gujarat (24%). Himachal Pradesh and Jammu and Kashmir have one T.E.I. each and, both of them are partly residential. Then comes Punjab with (84%) partly residential T.E.Is, followed by Haryana (80%), Tamil Nadu (79%), Madhya Pradesh (75%), Uttar Pradesh (68%), Orissa (67%), Maharashtra (51%) and Assam and West Bengal (50% each). The highest percentage of non-residential T.E.Is are found in Kerala (53%) followed by Andhra Pradesh, Karnataka and Assam (50% each), Maharashtra (44.6%), West Bengal (36%), Gujarat (28%), Uttar Pradesh (23%) and Haryana (20%).

Sex-wise Distribution

As shown in Table 2.5, there are 215 (83.0%) co-educational T.E.Is, 14 (5.50%) for men and 30 (11.5%) exclusively for women.

Looking at the State-wise distribution, it is found that except in Tamil Nadu, all the other States have more co-educational institutions than exclusive institutes either for men or women.

Managements

T.E.Is according to their management are classified as (1) (i) Government (ii) Semi-Government (iii) Government sponsored, (2) University and (3) Private.

Table 2.6 shows that while a majority of T.E.Is (63%) are privately managed, (29.28%) are in the government sector. Only 8.1% T.E.Is are owned by the universities. Under the Government sector (27.4%) T.E.Is are owned by State Government. 0.38% are semi-government institutions, 1.5% are under government-sponsored agencies like NCERT. 58.6% T.E.Is are private-aided and 4.2% are private un-aided.

State-wise, the position is as follows :

All States except Haryana and Union Territory of Goa have T.E.Is under government management. In States like Andhra Pradesh, Bihar, Himachal Pradesh, Jammu and Kashmir, Orissa and Tripura most (50.84%) of the T.E.Is are run by the government. In Orissa all the T.E.Is except the one managed by NCERT, are run by the government.

As regard the T.E.Is under Universities except in Andhra Pradesh, Himachal Pradesh, Jammu and Kashmir, Rajasthan and Tripura, and Union Territories, all other States have either university department or university colleges of education. Uttar Pradesh and Karnataka have the highest T.E.Is under universities followed by Assam, Gujarat, Madhya Pradesh, Maharashtra, Karnataka, West Bengal, Bihar, Haryana, Kerala, Punjab and Tamil Nadu. The States of Bihar, Haryana, Kerala, Punjab and Tamil Nadu have one T.E.Is each under universities.

Privately managed T.E.Is are found in all the States except Bihar, Himachal Pradesh, Jammu and Kashmir, Tripura and Union Territories. These T.E.Is receive aid from the government. Besides, un-aided T.E.Is also exist in the States of West Bengal (6), Rajasthan (4) and Andhra Pradesh (1). In seven States the privately managed T.E.Is out-number the government institutions. In Punjab the percentage of such T.E.Is is the highest (83%) as compared to the States of Uttar Pradesh (77%), Gujarat (76%), Kerala (73%), Tamil Nadu (68.4%), Maharashtra (68%), Karnataka (50%), West Bengal (45.4%) and Rajasthan (41%).

Table 2.7 provides further information regarding the types of private managements and the status of institutions. 123 private owned T.E.Is exist as independent institutions while 39 T.E.Is exist as the part of bigger institutions. Out of these 162 T.E.Is, 20 are run by religious societies like Arya Samaj, Sanatan Dharam Sabha, Christian societies, Roman Catholic society, Sikh Religious society, Ramakrishna Mission etc. whereas 84 T.E.Is are run by the public organisations like Registered Societies or Public Trusts. It is also noticed that Maharashtra has the highest number of privately managed T.E.Is. Like wise, Uttar Pradesh has the highest number of such T.E.Is which are a part of larger institutions. States like West Bengal, Tamil Nadu, Gujarat and Haryana also have some T.E.Is, which constitute a part of bigger institutions.

Other Institutions Under the Same Management

It was asked if elementary teacher training institutions or other institutions for special training or subject etc., are run by the same management either on the same campus or outside the campus. Only 88 institutions responded to this question. Table 2.8 shows that the 88 institutes have same managements which also control 68 Elementary Teacher Education Institutions, 5 Teacher Education Institutions (out side campus) and 15 institutions for special training. Such institutions

are found mostly in the States of Maharashtra, Gujarat and Tamil Nadu. Rajasthan, Punjab and Kerala too have such institutions, but their number is quite small.

It is further observed that out of the 68 Elementary Teacher Education Institutions, 46 (67.6%) are situated on the same campus. Maharashtra has the highest number (20) of such Elementary Teacher Education Institutions; followed by Tamil Nadu (9), Karnataka (4), Uttar Pradesh (3), Kerala (3), Gujarat (2), Haryana (2) and Madhya Pradesh (2). The other States like Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jammu and Kashmir, Orissa, Punjab, Tripura, West Bengal and Union Territories do not have institutions of this type. Off campus Elementary Teacher Education Institutions are found in the States of Maharashtra (9), Gujarat (4), Kerala (3), West Bengal (2), Rajasthan, Tamil Nadu and Uttar Pradesh (1 each in the three States). Besides 5 T.E.Is in the States of Maharashtra (3), Gujarat (1) and Punjab (1) also report that they have sister institutions at the same level but outside their campus. Also, the managements of 15 T.E.Is, in the states of Andhra Pradesh, Gujarat, Maharashtra, Punjab, Rajasthan, Tamil Nadu and West Bengal are running institutions for special training/subject on the same campus or outside. Such on-campus sister institutions can be found in the States of Andhra Pradesh, Gujarat, Maharashtra, Punjab and Rajasthan while the off-campus institutions are in the States of Rajasthan, Tamil Nadu and West Bengal.

T.E.Is Clusters at Various Locations

Table 2.9 gives information regarding the cluster of T.E.Is located at various places. It may be seen that the size of the cluster ranges between 2 to 11. In all there are 42 such clusters in the country. Of the 42 clusters, 20 have two T.E.Is, 7 of 3 T.E.Is, 6 of 4 T.E.Is, 5 of 5 T.E.Is and 2 of 7 T.E.Is. There is only one cluster of 8 T.E.Is located in Bombay (Maharashtra) and the other of 11 T.E.Is in Calcutta (West Bengal). According to the State-wise distribution of clusters it is observed that Uttar Pradesh has the highest number as 11 clusters of which 3 each of 2 T.E.Is and 3 T.E.Is, 4 of 4 T.E.Is and one of 5 T.E.Is. In Maharashtra there are 5 clusters. Of these there is one cluster each of 5 T.E.Is and 8 T.E.Is and 3 of 2 T.E.Is. Tamil Nadu has 4 clusters, out of which 2 clusters are of 2 T.E.Is and one each of 3 and 7 T.E.Is. The States of Karnataka and Rajasthan have 3 clusters each, out of which Karnataka has one cluster of 2 T.E.Is and

T.E.Is have General Science/Combined laboratories for different science subjects. Separate laboratories for different subjects e.g., Biology, Chemistry, Physics, Home Science, Psychology, Geography etc. are also available in some T.E.Is. Very few T.E.Is have workshops for different crafts.

The teacher-pupil ratio in T.E.Is offering only B.Ed. or its equivalent courses, on an average, is found to be 1:12, whereas the teacher-pupil ratio in T.E.Is having B.Ed. alongwith M.Ed. is 1:11. Regarding qualifications of teacher educators, 5.5% are Ph.D.; 34.6% M.A./M.Sc., M.Ed. and 33.3% M.A./M.Sc., B.Ed. About 17% T.E.Is report that they face difficulty in getting properly qualified teacher educators in science subjects, 9.6% in English and 7.3% in

Mathematics. About 80% vacancies exist for the full session.

Regarding retirement benefits, 11.0% T.E.Is have pension, provident fund, gratuity and insurance for their teaching staff; whereas 26.1% have pension, provident fund and gratuity benefits. There is a lot of variation in the pay scales of teaching staff in between the States and within the States. Mostly the pay scales of teaching staff in the University departments, colleges are higher than their counterparts in government and privately managed T.E.Is.

The average recurring expenditure per T.E.I offering different types of teacher education courses increased from Rs. 99,919 in 1968-69 to Rs. 1,10,939 in 1969-70 and to Rs. 1,24,140 in 1970-71.

Table 1.1
Number of Institutions Covered under the Survey

S. No.	State	Institutions that supplied the data				Institutions existed in March, 1971	Institutions existed in April, 1975
		University	Government	Private	Total		
1.	Andhra Pradesh	—	5	3	8	14	16
2.	Assam	2	2	2	6	7	9
3.	Bihar	1	3	—	4	8	10
4.	Gujarat	2	4	19	25	31	34
5.	Haryana	1	—	4	5	12	19
6.	Himachal Pradesh	—	1	—	1	4	1
7.	Jammu and Kashmir	—	1	—	1	4	5
8.	Kerala	1	4	14	19	22	18
9.	Madhya Pradesh	2	8	2	12	21	28
10.	Maharashtra	2	13	32	47	52	51
11.	Manipur	—	—	—	—	1	2
12.	Meghalaya	—	—	—	—	2	1
13.	Mysore (Karnataka)	3	7	10	20	21	52
14.	Orissa	—	6	—	6	8	6
15.	Punjab	1	1	10	12	18	19
16.	Rajasthan	—	3	9	12	18	18
17.	Tamil Nadu	1	5	13	19	23	23
18.	Tripura	—	2	—	2	2	2
19.	Uttar Pradesh	3	5	27	35	65	72
20.	West Bengal	2	4	16	22	42	45
21.	Union Territories						
	(Chandigarh)	—	1	—	1	2	2
	Delhi	—	1	—	1	3	3
	Goa)	—	—	1	1	1	1
All India		N 21	76	162	259	381	437
		% 5.51	19.94	42.51	67.97	—	—

Nature and Growth of Secondary Teacher Education Institutions

THERE were 381 post-graduate teacher education institutions (T.E.Is) including university departments of education in the country, in March 1971. This figure also includes (1) Hindi Training Institutions located in Kerala and Gujarat which award equivalent degrees leading to B.Ed. or diploma and (2) Institutions which run Sanskrit Courses like Shiksha Visharad or Shastri (B. Ed. with Sanskrit), Shiksha-Paranagat or Alankar (M. Ed. with Sanskrit) etc. especially in the States of Gujarat and Uttar Pradesh. However, institutions preparing teachers in art, craft, music etc., and colleges of physical education have not been categorised as T.E.Is.

Year-wise and State-wise Growth during 1966-71

The growth of T.E.Is upto 1965 has been reviewed in the report of the second National Survey. The growth of T.E.Is during the period 1966 to 1971 is given in this chapter.

From Table 2.1, it can be seen that 162 (42.5%) additional T.E.Is were established between 1963 and 1971, and 108 (28%) were added during the period 1966-71.

Out of these 108 institutions 38 institutions did not supply information required for the present survey. As for the remaining 70 institutions, 10 institutions were added in 1966, 7 in 1967, 19 in 1968, 17 in 1969, 16 in 1970 and 2 in 1971. It may be observed that the growth was high during the years 1968 and 1969.

As for the State-wise growth, a large number of T.E.Is were set up in Maharashtra, Gujarat and West Bengal during 1966-71. In Maharashtra alone 22 T.E.Is were added, followed by West Bengal (10) and Gujarat (9). These three States put together shared about 38% of the increase in the T.E.Is.

The other States which set up new T.E.Is during this period were: Tamil Nadu (5), Andhra Pradesh (4), Punjab (4), Haryana (3), Rajasthan (3), Assam (2), Madhya Pradesh (2), Karnataka (2), Orissa (2), Kerala (1) and Uttar Pradesh (1). No new institutions were established in Bihar, Jammu and Kashmir, Himachal Pradesh and the Union Territories.

Growth of Institutions as an Independent or Section/Department of Larger Institutions.

Out of 259 T.E.Is which supplied the information of this aspect, 199 (76.8%) were started as independent institutions and 60 (23.1%) were set up either as the departments of universities or as sections in colleges of general education (See Table 2.2. for year-wise distribution). During the period 1966-71, 58 (T.E.Is) were established as independent institutions, and 12 as departments of Universities or sections of colleges.

If we study the year-wise growth of T.E.Is as independent institutions, it may be seen that the maximum number (17) was added in 1968 and 15 were set up in 1965, 14 in 1970, 13 in 1969, 12 in 1957, 9 in 1960, 8 each in 1956 and 1961 and 7 each in 1948, 1962, 1963 and 1966. During the remaining years the growth of institutions ranged from 1 to 4. As regards those T.E.Is which were established as departments or sections of the bigger institutions, 4 is the highest number set up in any year.

Thus the growth of T.E.Is as independent institutions is larger than that as department of institutions.

State-wise Distribution of independent Institutions or a Section/Department of Bigger Institutions

According to Table 2.3 there are 201 (77.6%) T.E.Is functioning as independent and 58 (22.4%) as depart-

2 clusters of 5 T.E.Is, where as Rajasthan has 2 clusters of 2 T.E.Is and one cluster of 3 T.E.Is.

The location of the clusters of T.E.Is is shown in Table 2.10. It may be seen from the table that the cluster of 2 T.E.Is is common in all States. Calcutta has the largest cluster of 11 T.E.Is. Other cities like Bombay Madras, Ahmedabad, Lucknow, Bangalore, Mysore, Bhopal and Poona have clusters ranging from 5 to 8 T.E.Is.

Academic Control of Secondary Teacher Education

It was attempted to get information regarding academic control over T.E.Is. This includes affiliation, academic supervision and inspection etc. As can be seen from Table 2.11, the academic control of T.E.Is at the Secondary level is vested in the Universities or the State Education Departments. 243 T.E.Is are under the academic control of Universities whereas 16 T.E.Is are controlled by the State Education Departments. Normally all Colleges in a State are affiliated to a University located in that very state. However, the T.E.Is in Tripura and Goa, they are affiliated to Calcutta and Bombay Universities respectively, as no university exists in either of these areas.

The State Education Departments in Uttar Pradesh, West Bengal, Gujarat and Kerala run their own T.E.Is. There are 5 such T.E.Is in Gujarat, 2 in Kerala, 8 in Uttar Pradesh and one in West Bengal.

Table 2.12 provides information about the T.E.Is attached to various examining bodies. There are mainly two types of examining bodies—Universities and State Education Departments. 243 T.E.Is are affiliated to universities whereas 16 T.E.Is are under the State Education Departments which conduct examinations and award diplomas equivalent to a university Degree in Education (i.e. B.Ed.).

Courses

There are three types of courses approved by 58 universities and 4 State Education Departments (Table 2.13).

1. Courses at the graduate level e.g. B.Ed./B.T./L.T./Diploma in Education equivalent to B.Ed.
2. Courses at the post-graduate level—M.Ed. or M.A. in Education.
3. Pre-doctoral, Doctoral and Post-doctoral courses/M.Phil/M.Litt, Ph.D./D.Phil/D.Litt. are offered by 33 Universities.

The number of Universities/State Education Depart-

ments conducting examinations for various types of degrees and diploma are summarized below.

58 Universities	— B.Ed./B.T. Course
43 Universities	— M.Ed./M.A. Education courses
32 Universities	— Ph.D. (also includes D. Litt)
4. State Education Departments (Uttar Pradesh, West Bengal, Gujarat and Kerala).	— L.T. and D.Ed.

The nature of degrees offered by the 58 Universities are :

17 Universities	— Only B Ed.
9 Universities	— Both B.Ed. and M.Ed.
29 Universities	— B.Ed., M.Ed. and Ph.D.
1 University	— B.T. and Ph.D.
1 University	— M.A. (Education) and M.Litt.
1 University	— M.Phil

As can be seen from Table 2.13, a majority of T.E.Is (166) offer B.Ed./B.T. or D.Ed. courses. Out of these 132 offer B.Ed. course, 16 L.T. and D.Ed; while the other 18 T.E.Is offer B.T. Course. 40 T.E.Is run both B.Ed. and M.Ed. programmes (of these 2 T.E.Is of Tamil Nadu have B.T. and M.Ed. courses and a College in West Bengal offer B.T. and M.A. in education courses), 18 T.E.Is have four courses leading to B.Ed. M.Ed., Ph.D. and D. Litt. degrees and 12 T.E.Is offer three courses leading to B.Ed., M.Ed. and Diploma in Education at the elementary level. Of the rest, 10 T.E.Is provide for both graduate and diploma courses in education, 6 T.E.Is have four courses leading to B.Ed., M.Ed., Ph.D. and Diploma, 3 T.E.Is have provided for M.Ed. and Ph.D. programmes, 2 T.E.Is have two courses leading to B.Ed. and Ph.D. degrees (one has B.T. and Ph.D. courses and the other has L.T. and Ph.D. programmes) and, the remaining 2 T.E.Is offer M.A. in Education and, M.Phil and Ph.D. programmes respectively.

Besides, 28 Teacher Education Institutions in the country offer facilities for doing diploma courses in education. These diplomas, however, are not equivalent to graduate degrees in education. (Table 2.14). Institutions where such facilities are offered can be found in the states of Maharashtra (13), Gujarat

(4), Haryana (2), Madhya Pradesh (3), Bihar (3), Rajasthan (2) and Panjab (1). These institutions are affiliated to the following universities in the vicinity.

Gujarat University, Sardar Patel University, M.S. University, Shivaji University, Nagpur University, Bombay University, Marathwada University, Bhagalpur University, Bihar University, Jabalpur University, Saugar University, Vikram University, Jodhpur University and Udaipur University.

The 17 Universities which offer only B.Ed. or B.T. Courses are Bhagalpur, Sri Venkateswara, Bihar, Calicut, Rewa, Berhampur, Sambalpur, Jodhpur, Sanskrit (Varanasi), Ravi Shanker, North Bengal University, Burdwan University and Jammu & Kashmir University. 10 Universities run both B.Ed. and M.Ed. Courses. These are : Andhra, Indore, Jabalpur, Jeevaji, Madurai, Kalyani, Vikram, Guru Nanak, Panjabi and South Gujarat. 25 Universities in the country offer B.Ed., M.Ed. and Ph.D. courses simultaneously. They are : Osmania, Gauhati (B.T. and M.A. in Education and Ph.D.) Gujarat, M.S. University, Sardar Patel, Gujarat Vidyapeeth, Saurashtra, Saugar, Bombay, Nagpur, Poona, Shivajee, S.N.D.T. Women University, Rajasthan, Udaipur, Annamalai, Lucknow University, Vishwa Bharti, Delhi, Madras, Agra, Gorakhpur and Raipur.

In all, there are 58 universities which offer B.Ed./M.Ed./Ph.D. degree in Education. Of these 29 (50%) universities have their own Departments or Colleges of Education whereas the other 50% are merely examining bodies (Table 2.15).

Courses Offered by University Departments/Colleges of Education

Table 2.16 gives information about the courses offered by University Departments Colleges of Education. The Departments of Education in the Universities of Gauhati, M.S. University of Baroda, Sardar Patel, Gujarat Vidyapeeth, Saugar, Nagpur, Annamalai, Lucknow, and Vishva Bharti offer all the programmes: B.Ed., M.Ed. and Ph.D. The Universities of Patna, Kerala and Mysore conduct M.Ed. and Ph.D. Programmes whereas Meerut University conducts M.Phil and Ph.D. Programmes. The University College of Education of Kurukshetra University and the Education Department of Sanskrit University offer only B.Ed. courses. The Panjabi University runs a M.A. course in Education while the Dibrugarh University conducts

both B.T. and Ph.D. programmes. The Universities of Indore and S.N.D.T. offer only the M.Ed. Course. The Kalyani University runs B.T. and M.A. in Education programmes.

TYPES OF COURSES

1. B.Ed. Course

There are three types of B.Ed. courses.

- (i) *B.Ed. Course (Regular)*. Regular B.Ed. is of one year duration. This course is run by 254 T.E.Is.
- (ii) *4-year integrated course*. This type of course is conducted only at the Regional Colleges of Education.
- (iii) *B.Ed. through Correspondence* (Summer School-cum-correspondence course leading to B.Ed. degree). The programme includes taking courses in the college during two consecutive summer vacations. The intervening period of ten months is devoted to the postal tuition. Such courses are offered by the Regional Colleges of Education, Departments of Post-graduate Studies in Education of Bangalore and Mysore Universities.

It may be observed that the Departments of Education of the Universities of Patna, Kerala, Bangalore, Mysore and Panjabi do not offer B.Ed. courses (Table 2.17).

2. Post-Graduate Courses

Normally, the post-graduate M.Ed. course is of one year duration. However it is offered either as full time course of one year duration or as a part-time course of two years duration. The part-time M.Ed. course is offered either in the form of a vacation course or evening course or a weekend course. 49 T.E.Is conduct full-time M.Ed. Course and 34 T.E.Is organise part-time M. Ed. Course. However, 3 Teacher Education Institutions affiliated to Marathwada and Bombay Universities also offer M. Ed. degree by thesis.

The other types of post-graduate courses are :

- (i) M.A. (Education).
- (ii) M. Phil.

A two-year full-time course, M.A. (Education) is offered by four universities. M.Phil is also a full-time course of 15 months duration. It is offered by Meerut University as a pre-Ph.D. course. (Tables 2.17 and 2.18).

(iii) Ph.D. Programme

The Ph.D. Programme is generally of two or three

years duration. Out of 36 Teacher Education Institutions (affiliated to 32 Universities) which have Ph.D./D.Phil. programme, 4 Teacher Education Institutions (affiliated to 4 universities) offer the facility of part-time Ph.D. Programme.

(iv) Post Doctoral Programme

The Universities of Meerut, Lucknow, Agra and Sagar also provide a post-doctoral degree.

ADMISSION REQUIREMENTS

1. B.Ed. Course

(i) Minimum Qualification

The minimum qualification required for admission to B.Ed. Course is graduate degree in arts, sciences or commerce or its equivalent. However, those completing the higher secondary education can seek admission to the four-year integrated B.Ed. Course.

All graduates, irrespective of their academic achievement, can reasonably hope to be admitted in a majority of Teacher Education Institutions in the country. However, 64 Teacher Education Institutions do not entertain applications of those scoring less than 45-50% of marks, while 31 other Teacher Education Institutions are content if the admission-seekers score between 40-45% marks. Also, the Regional Colleges of Education prescribe a second division in the Higher Secondary Examination as the minimum admission requirement for the four year integrated B.Ed. programme. (Table 2.19).

(ii) Age

90 Teacher Education Institutions favour age restriction, (it ranges from 18 to 45 years) for admitting candidates to B.Ed. Course. For 49 Teacher Education Institutions the age range is 18 to 25 years, 33 Teacher Education Institutions from 25 to 35 and 8 T.E.Is from 35 to 45 years (Table 2.19.).

(iii) Teaching Experience

Generally the T.E.Is do not prescribe teaching experience as one of the admission requirements. However 115 (44.4%) T.E.Is give some preference or weightage to teaching experience while selecting candidates (Table 2.19).

(iv) Performance on Admission Tests and Interviews

62 T.E.Is give some kind of admission tests which generally include items to test intelligence, achievement, language expression, etc. 169 (65.25%) T.E.Is give weightage to the candidates' performance in the interview conducted for admission purpose (Table 2.19).

2. M.Ed. Course

Table 2.20 gives details about the admission requirements to the M.Ed. and Ph.D. Programmes. In general B.Ed. is the minimum qualification for admission to M.Ed. course. However, 16 T.E.Is insist on the candidates scoring a minimum of 40% to 50% marks in the B.Ed. examination. In addition to the basic qualification, teaching experience, age, the performance of candidates in the admission test and interview are also kept in view by most of the T.E.Is. 27 T.E.Is prescribe some age restriction while 34 T.E.Is give preference to teaching experience. By and large, however, T.E.Is select candidates only on the basis of interview.

Those already in the teaching profession are given preference for admission to the part-time M.Ed. Course.

3. Doctoral Programmes

For admission to Ph.D./D.Phil programme, institutions generally insist on a candidate's possessing a master degree in Education. Some institutions have even fixed a minimum percentage of marks to be obtained at the M.Ed. examination.

Teaching experience and performance in the interview are also given weightage while selecting candidates for admission to doctoral programmes (Table 2.20).

Extension Centres/Units, Research Units etc.

93 T.E.Is (36% of the institutions) have Extension Service Centres or Units while 20 T.E.Is (i.e. 7%) have set up research wings or units. Very few T.E.Is have audio-visual or Science Units. In Maharashtra 28 T.E.Is have Extension Centres/Units followed by Gujarat (10), Karnataka (8), Madhya Pradesh (7), Uttar-Pradesh (6), West Bengal (5) and Andhra Pradesh (4). The T.E.Is in other states have either 1 or 2 centres/units each. Similarly, the 20 T.E.Is having research wings attached to them are located in just 10 States of the country. (Table 2.21).

Table 2.1

Growth of Teacher Education Institutions (T.E.Is) (1966-1971)

S. No.	State	(First Survey) upto 1962	(Second Survey) upto 1965	1966	1967	1968	1969	1970	1971	Total
1.	Andhra Pradesh	8	9	1	1	—	2	—	—	13
2.	Assam	5	6	—	—	1	—	—	1	8
3.	Bihar	7	7	—	—	—	—	—	—	—
4.	Gujarat	11	17	—	—	5	3	—	1	26
5.	Haryana	Included in Punjab	Included in Punjab	—	—	1	2	—	—	3
6.	Himachal Pradesh	Included in U.Ts.	Included in U.Ts.	—	—	—	—	—	—	—
7.	Jammu and Kashmir	3	4	—	—	—	8	—	—	4
8.	Kerala	21	21	—	1	—	—	—	—	22
9.	Madhya Pradesh	12	15	—	1	—	1	—	—	17
10.	Maharashtra	20	26	2	—	4	4	12	—	48
11.	Manipur	—	—	—	—	—	—	—	—	—
12.	Meghalaya	—	—	—	—	—	—	—	—	—
13.	Mysore (Karnataka)	12	19	—	—	1	—	1	—	21
14.	Orissa	3	4	1	—	1	—	—	—	6
15.	Punjab	21	25	2	—	1	—	1	—	29
16.	Rajasthan	6	11	1	—	—	1	1	—	14
17.	Tamil Nadu	19	19	1	1	3	—	—	—	24
18.	Tripura	Included in U.Ts.	Included in U.Ts.	—	—	—	—	—	—	—
19.	Uttar Pradesh	48	56	—	—	—	1	—	—	57
20.	West Bengal	17	26	2	3	2	3	—	—	36
21.	Union Territories (Chandigarh Delhi Goa)	6	8	—	—	—	—	—	—	8
	No Response	—	—	—	—	—	—	—	—	38
All India	N	219	273	10	7	19	17	15	2	381

Table 2.2

Year-wise Growth of T.E.Is. Started as Independent Institutions or as part of Bigger Institutions.
(Universities/Colleges)

1	2	3	4	1	2	3	4
Year	No. of Institutions established as inde- pendent bodies	No. of Institutions started as a dept. or section of Uni- versities/Colleges	Total	Year	No. of Institutions established as inde- pendent bodies	No. of Institutions started as a dept. or section of Uni- versities/Colleges	Total
1889	1	—	1	1949	3	1	4
1893	1	—	1	1950	4	2	6
1901	0	—	0	1951	—	—	—
1906	1	—	1	1952	2	3	5
1908	1	1	2	1953	3	1	4
1909	1	—	1	1954	5	—	5
1912	0	1	1	1955	18	0	18
1917	1	—	1	1956	8	2	10
1922	1	—	1	1957	12	2	14
1923	1	2	3	1958	4	2	6
1924	—	1	1	1959	3	3	6
1929	1	—	1	1960	9	4	13
1933	—	1	1	1961	8	3	11
1934	1	—	1	1962	7	4	11
1938	1	—	1	1963	7	3	10
1939	2	—	2	1964	4	4	8
1941	1	—	1	1965	15	3	18
1942	1	1	2	1966	7	3	10
1943	1	—	1	1967	5	2	7
1944	—	1	1	1968	17	2	19
1945	1	—	1	1969	13	4	17
1946	2	—	2	1970	14	1	15
1947	3	1	4	1971	2	—	2
1948	7	2	9				
				Total	199 (76.8%)	60 (23.2%)	259(100%)

Table 2.3
T.E.Is. Functioning as Independent Institutions or Sections/Departments of the Bigger Institutes

State	Independent		Section of the bigger Institutions						Total
	N	%	Part of College		University Deptt.		University College		
N			%	N	%	N	%	N	%
1. Andhra Pradesh	8	100	—	—	—	—	—	—	8
2. Assam	4	66.6	—	—	2	33.3	—	—	6
3. Bihar	3	75	—	—	1	25	—	—	4
4. Gujarat	21	84	2	8	2	8	—	—	25
5. Haryana	4	80	—	—	—	—	1	20	5
6. Himachal Pradesh	1	100	—	—	—	—	—	—	1
7. Jammu and Kashmir	1	100	—	—	—	—	—	—	1
8. Kerala	18	94.7	—	—	1	5.2	—	—	19
9. Madhya Pradesh	10	83.3	—	—	1	8.3	1	8.3	12
10. Maharashtra	45	95.7	—	—	1	2.1	1	2.1	47
11. Mysore (Karnataka)	15	75	2	10	2	10	1	5	20
12. Orissa	5	83.3	1	16.6	—	—	—	—	6
13. Panjab	11	91.7	—	—	1	8.3	—	—	12
14. Rajasthan	12	100	—	—	—	—	—	—	12
15. Tamil Nadu	18	94.7	—	—	1	5.2	—	—	19
16. Tripura	2	100	—	—	—	—	—	—	2
17. Uttar Pradesh	10	28.6	22	62.8	3	8.5	—	—	35
18. West Bengal	10	45.5	10	45.5	2	9.0	—	—	22
19. Union Territories (Chandigarh Delhi Goa)	3	100	—	—	—	—	—	—	3
All India	N	201	37		17		4		259
	%	77.6	14.3		6.5		1.5		100.00

Table 2.4
Residential facilities in Institutions

State	Fully - residential		Partly residential		Non- residential		Total
	N	%	N	%	N	%	
1. Andhra Pradesh	1	12.5	2	25	5	50	8
2. Assam	—	—	3	50	3	50	6
3. Bihar	3	75	1	25	—	—	4
4. Gujarat	6	24	12	48	7	28	25
5. Haryana	0	—	4	80	1	20	5
6. Himachal Pradesh	0	—	1	100	0	—	1
7. Jammu and Kashmir	0	—	1	100	0	—	1
8. Kerala	1	5	8	42	10	53	19
9. Madhya Pradesh	1	8	9	75	2	17	12
10. Maharashtra	2	4.2	24	51	21	44.6	47
11. Mysore (Karnataka)	1	5	9	45	10	50	20
12. Orissa	2	33	4	67	0	—	6
13. Panjab	1	8	10	84	1	8	12
14. Rajasthan	7	58	5	42	0	—	12
15. Tamil Nadu	3	16	15	79	1	5	19
16. Tripura	1	50	1	50	—	—	2
17. Uttar Pradesh	3	8.5	24	68.5	8	23	35
18. West Bengal	3	14	11	50	8	36	22
19. Union Territories (Chandigarh Delhi Goa)	0	—	3	100	—	—	3
All India	35	13.5	147	57.1	77	29.7	259

Table 2.5
Distribution of Types of Teacher Training Institutions (Sex-wise)

State	Co-educational		For men only		For women only		Total
	N	%	N	%	N	%	
1. Andhra Pradesh	7	87.5	—	—	1	12.5	8
2. Assam	6	100	—	—	—	—	6
3. Bihar	4	100	—	—	—	—	4
4. Gujarat	23	92	—	—	2	8	25
5. Haryana	4	80	—	—	1	20	5
6. Himachal Pradesh	1	100	—	—	—	—	1
7. Jammu and Kashmir	1	100	—	—	—	—	1
8. Kerala	16	84	1	5.5	2	10.5	19
9. Madhya Pradesh	10	83	1	8.5	1	8.5	12
10. Maharashtra	45	96	—	—	2	4	47
11. Mysore (Karnataka)	19	95	—	—	1	5	20
12. Orissa	6	100	—	—	—	—	6
13. Panjab	10	83	—	—	2	17	12
14. Rajasthan	11	92	—	—	1	8	12
15. Tamil Nadu	4	21	6	31	9	48	19
16. Tripura	2	100	—	—	—	—	2
17. Uttar Pradesh	28	80	2	6	5	14	35
18. West Bengal	15	68	4	18	3	14	22
19. Union Territories (Chandigarh Delhi Goa)	3	100	—	—	—	—	3
All India N and %	215	83.0	14	5.5	30	11.5	259

Table 2.6
Management of Teacher Training Institutions

S.No.	State	Government T.E.Is.						University Deptt. or		Private aided		Private unaided		Total
		Govt.		Semi-Govt.		Govt. sponsored (NCERT)		University College						
		N	%	N	%	N	%	N	%	N	%	N	%	
1.	Andhra Pradesh	5	62.5	—	—	—	—	—	—	2	25	1	12.5	8
2.	Assam	2	33	—	—	—	—	2	33	2	33	—	—	6
3.	Bihar	3	75	—	—	—	—	1	25	—	—	—	—	4
4.	Gujarat	4	16	—	—	—	—	2	8	19	76	—	—	25
5.	Haryana	—	—	—	—	—	—	1	20	4	80	—	—	5
6.	Himachal Pradesh	1	100	—	—	—	—	—	—	—	—	—	—	1
7.	Jammu & Kashmir	1	100	—	—	—	—	—	—	—	—	—	—	1
8.	Kerala	4	21	—	—	—	—	1	5.2	14	73.6	—	—	19
9.	Madhya Pradesh	8	66	—	—	—	—	2	16.6	2	16.6	—	—	12
10.	Maharashtra	13	27.6	—	—	—	—	2	4.2	32	68.2	—	—	47
11.	Mysore (Karnataka)	6	30	—	—	1	5	3	15	10	50	—	—	20
12.	Orissa	5	84	—	—	1	16.6	—	—	—	—	—	—	6
13.	Panjab	1	8.3	—	—	—	—	1	8.3	10	83.3	—	—	12
14.	Rajasthan	2	16	—	—	1	8.3	—	—	5	41.6	4	33.3	12
15.	Tamil Nadu	5	26.3	—	—	—	—	1	5.2	13	68.4	—	—	19
16.	Tripura	2	100	—	—	—	—	—	—	—	—	—	—	2
17.	Uttar Pradesh	4	11.4	1	2.8	—	—	3	8.5	27	77.1	—	—	35
18.	West Bengal	4	18.1	—	—	—	—	2	9.02	10	45.4	6	27.2	22
19.	Union Territories	1	33.3	—	—	1	33.3	—	—	1	33.3	—	—	3
	(Chandigarh	—	—	—	—	—	—	—	—	—	—	—	—	—
	Delhi	—	—	—	—	—	—	—	—	—	—	—	—	—
	Goa)	—	—	—	—	—	—	—	—	—	—	—	—	—
All India	N and %	71	27.4	1	.38	4	1.5	21	11.1	151	58.6	11	4.2	259

Table 2.7
Private Institutions and their Nature

S.No.	State	Private Institutions						No response	Total No. of Private Institutions
		Private aided	Private unaided	Independent Private Inst.	Inst. as a part of bigger Inst.	Inst. Organised by religious Society	Inst. Organised by public organisations		
1.	Andhra Pradesh	2	1	3	0	1	2	—	3
2.	Assam	2	0	2	0	0	0	2	2
3.	Bihar	0	0	0	0	0	0	0	0
4.	Gujarat	19	0	17	2	0	15	4	19
5.	Haryana	4	0	0	4	0	1	3	4
6.	Himachal Pradesh	0	0	0	0	0	0	0	0
7.	Jammu and Kashmir	0	0	0	0	0	0	0	0
8.	Kerala	14	0	14	0	8	3	3	14
9.	Madhya Pradesh	2	0	0	2	0	0	2	2
10.	Maharashtra	32	0	32	0	1	27	4	32
11.	Mysore (Karnataka)	10	0	10	0	0	5	5	10
12.	Orissa	0	0	0	0	0	0	0	4
13.	Panjab	10	0	10	0	1	5	4	10
14.	Rajasthan	5	4	9	0	0	5	4	9
15.	Tamil Nadu	13	0	12	1	2	7	4	13
16.	Tripura	0	0	0	0	0	0	0	0
17.	Uttar Pradesh	27	0	6	21	4	9	14	27
18.	West Bengal	10	6	7	9	3	4	9	16
19.	Union Territories (Chandigarh, Delhi, Goa)	1	—	1	—	—	1	—	1
All India		151	11	123	39	20	84	58	162

Table 2.8
Other Institutions under the Same Management

S.No.	State	Elementary Teachers Training Institutions		Secondary Training College outside campus	Institutions for Special Training		Total
		Same campus	Outside campus		Same campus	Outside campus	
1.	Andhra Pradesh	—	—	—	2	—	2
2.	Assam	—	—	—	—	—	—
3.	Bihar	—	—	—	—	—	—
4.	Gujarat	2	4	1	1	—	8
5.	Haryana	2	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—
7.	Jammu and Kashmir	—	—	—	—	—	—
8.	Kerala	3	3	—	—	—	6
9.	Madhya Pradesh	2	1	—	—	—	3
10.	Maharashtra	20	9	3	1	—	33
11.	Mysore (Karnataka)	4	—	—	—	—	4
12.	Orissa	—	—	—	—	—	—
13.	Panjab	—	—	1	4	—	5
14.	Rajasthan	1	1	—	2	—	6
15.	Tamil Nadu	9	1	—	—	—	11
16.	Tripura	—	—	—	—	—	—
17.	Uttar Pradesh	3	1	—	—	—	4
18.	West Bengal	—	—	—	—	—	—
19.	Union Territories (Chandigarh, Delhi, Goa)	—	2	—	—	2	4
All India		46	22	5	10	5	88
%		52.3	25.0	5.7	11.3	5.7	
		77.2					

Table 2.9
T.E.Is. Clusters at Different Locations

S.No.	State	Total No. of Clusters	Size of cluster							
			2	3	4	5	6	7	8	11
1.	Andhra Pradesh	—	—	—	—	—	—	—	—	—
2.	Assam	—	—	—	—	—	—	—	—	—
3.	Bihar	1	—	1	—	—	—	—	—	—
4.	Gujarat	1	—	—	—	—	—	1	—	—
5.	Haryana	1	1	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—	—	—	—
7.	Jammu and Kashmir	—	—	—	—	—	—	—	—	—
8.	Kerala	2	1	—	1	—	—	—	—	—
9.	Madhy Pradesh	2	—	—	1	1	—	—	—	—
10.	Maharashtra	5	3	—	—	1	—	—	1	—
11.	Mysore (Karnataka)	3	1	—	—	2	—	—	—	—
12.	Orissa	1	1	—	—	—	—	—	—	—
13.	Panjab	2	2	—	—	—	—	—	—	—
14.	Rajasthan	3	2	1	—	—	—	—	—	—
15.	Tamil Nadu	4	2	1	—	—	—	1	—	—
16.	Tripura	2	2	—	—	—	—	—	—	—
17.	Uttar Pradesh	11	3	3	4	1	—	—	—	—
18.	West Bengal	2	1	—	—	—	—	—	—	1
19.	Union Territories	—	—	—	—	—	—	—	—	—
	(Chandigarh	1	1	—	—	—	—	—	—	—
	Delhi	1	—	1	—	—	—	—	—	—
	Goa)	—	—	—	—	—	—	—	—	—
All India		Total	42	20	7	6	5	—	2	1

Table 2.10
Location of T.E.Is. Clusters

No.	Cities	States	No. of T.E.Is.	No.	Cities	States	No. of T.E.Is.
1.	Calcutta	West Bengal	11	23.	Gauhati	Assam	2
2.	Bombay	Maharashtra	8	24.	Baroda	Gujarat	2
3.	Madras	Tamil Nadu	7	25.	Kurukshetra	Haryana	2
4.	Ahmedabad	Gujarat	7	26.	Vallabh Vidya Nagar	Gujarat	2
5.	Lucknow	Uttar Pradesh	5	27.	Rohtak	Haryana	2
6.	Bangalore	Karnataka	5	28.	Gargoti	Maharashtra	2
7.	Mysore	Karnataka	5	29.	Sholapur	Maharashtra	2
8.	Bhopal	Madhya Pradesh	5	30.	Mangalore	Karnataka	2
9.	Poona	Maharashtra	5	31.	Cuttack	Orissa	2
10.	Allahabad	Uttar Pradesh	4	32.	Amritsar	Punjab	2
11.	Agra	Uttar Pradesh	4	33.	Jullunder	Punjab	2
12.	Kanpur	Uttar Pradesh	4	34.	Patiala	Punjab	2
13.	Varanasi	Uttar Pradesh	4	35.	Jaipur	Rajasthan	2
14.	Jabalpur	Madhya Pradesh	4	36.	Palayan Kothai	Tamil Nadu	2
15.	Patna	Bihar	3	37.	Agartala	Tripura	2
16.	Ajmer	Rajasthan	3	38.	Balia	Uttar Pradesh	2
17.	Coimbatore	Tamil Nadu	3	39.	Jaunpur	Uttar Pradesh	2
18.	Aligarh	Uttar Pradesh	3	40.	Dehradun	Uttar Pradesh	2
19.	Meerut	Uttar Pradesh	3	41.	Howrah	West Bengal	2
20.	Moradabad	Uttar Pradesh	3	42.	Chandigarh	Chandigarh	2
21.	Delhi	Union Territory	3		Administration		
22.	Trivandrum	Kerala	3				

Table 2.11
Academic Control of Teacher Education Institutions

<i>S.No.</i>	<i>State</i>	<i>Controlling Agencies</i>	<i>No. of Colleges</i>	<i>Total</i>	<i>Remarks</i>
1	2	3	4	5	
1.	Andhra Pradesh	1. Andhra University 2. Osmania University 3. Sri Venkateswara University	3 4 1	8	
2.	Assam	1. Dibrugarh University 2. Gauhati University	2 4	6	
3.	Bihar	1. Bhagalpur University 2. Bihar University 3. Patna University	1 2 1	4	
4.	Gujarat	1. Gujarat University 2. M. S. University 3. Sardar Patel University 4. Saurashtra University 5. South Gujarat University 6. S.N.D.T. Women's University 7. Gujarat State Education Department 8. Gujarat Vidyapeeth	8 1 2 4 2 2 5 1	25	
5.	Haryana	1. Kurukshetra University 2. Punjab University	1 4	5	
6.	Himachal Pradesh	1. Himachal Pradesh University	1	1	
7.	Jammu and Kashmir	1. University of Jammu	1	1	
8.	Kerala	1. Calicut University 2. Kerala University 3. Kerala State Education Department	4 13 2	19	
9.	Madhya Pradesh	1. A.P.S. University, Rewa 2. Indore University 3. Jabalpur University 4. Ravishanker University 5. Saugar University 6. Vikram University	1 1 3 2 3 2	12	
10.	Maharashtra	1. Bombay University 2. Marathwada University 3. Nagpur University 4. Poona University 5. Shivajee University 6. S.N.D.T. University	8 5 9 14 8 3	47	
11.	Mysore (Karnataka)	1. Bangalore University 2. Karnataka University 3. Mysore University	4 5 11	20	
12.	Orissa	1. Berhampur University 2. Sambalpur University 3. Utkal University	1 2 3	6	
13.	Punjab	1. Gurunanak University 2. Punjab University 3. Punjabi University	5 6 1	12	
14.	Rajasthan	1. Jodhpur University 2. Rajasthan University 3. Udaipur University	1 9 2	12	
15.	Tamil Nadu	1. Annamalai University 2. Madras University	1 11		

Table 2.11 (Contd.)

Sl.No.	State	Controlling Agencies	No. of Colleges	Total	Remarks
1	2	3	4	5	6
16.	Tripura	3. Madurai University	7	19	
17.	Uttar Pradesh	1. Calcutta University	2	2	
		1. Agra University	6		
		2. Gorakhpur University	9		
		3. Kanpur University	4		
		4. Lucknow University	3		
		5. Meerut University	4		
		6. Sanskrit University	1		
		7. U.P. State Education Department	8	35	
18.	West Bengal	1. Burdwan University	3		
		2. Calcutta University	14		
		3. Kalyani University	1		
		4. North Bengal University	2		
		5. Vishwa Bharti University	1		
		6. West Bengal State Education Department	1	22	
	Union Territories				
19.	Chandigarh				
	Administration	Panjab University	1		
20.	Delhi	Delhi University	1		
21.	Goa, Daman and Diu	Bombay University	1	3	
	States (Including Union Territories)	62 Universities and State Education Departments	259	259	

Table 2.12
Distribution of T.E.Is. under different Examining Authorities

Sl.No.	State	Number of Universities	T.E.Is. affiliated to these Universities	Deemed to be Universities	T.E.Is. affiliated to these Universities	State Education Departments	T.E.Is. affiliated to State Education Deptt.	Total
1.	Andhra Pradesh	3	8	—	—	—	—	8
2.	Assam	2	6	—	—	—	—	6
3.	Bihar	3	4	—	—	—	—	4
4.	Gujarat	5	19	1	1	1	5	25
5.	Haryana	1	5	—	—	—	—	5
6.	Himachal Pradesh	1	1	—	—	—	—	1
7.	Jammu and Kashmir	1	1	—	—	—	—	1
8.	Kerala	2	17	—	—	1	2	19
9.	Madhya Pradesh	6	12	—	—	—	—	12
10.	Maharashtra	6	47	—	—	—	—	47
11.	Mysore (Karnataka)	3	20	—	—	—	—	20
12.	Orissa	3	6	—	—	—	—	6
13.	Punjab	2	12	—	—	—	—	12
14.	Rajasthan	3	12	—	—	—	—	12
15.	Tamil Nadu	3	19	—	—	—	—	19
16.	Tripura	Affiliated to one University in West Bengal		—	—	—	—	2
17.	Uttar Pradesh	6	27	—	—	1	8	35
18.	West Bengal	5	21	—	—	1	1	22
19.	Union Territories (Chandigarh)	1	1	—	—	—	—	1
	Delhi	1	1	—	—	—	—	1
	Goa)	Affiliated to one University in Maharashtra		—	—	—	—	1
			1					
All India	N	57	242	1	1	4	16	259

Table 2.13
Types of Courses Offered by T.E.Is.

Sl No	State	Only B.Ed.	Only M.Ed.	B.Ed. and M.Ed.	B.Ed. and Diplo- ma (Ele- mentary)	B.Ed. M.Ed. Diplo- ma (E.L.)	B.Ed. M.Ed. Ph.D. (D.Litt.)	B.Ed. Ph.D. D.Litt. and Diploma	M.Ed. and Ph.D.	B.Ed. and Ph.D.	M.Phil and Ph.D.	Total
1.	Andhra Pradesh	7	—	1	—	—	—	—	—	—	—	8
2.	Assam	4	—	—	—	—	1	—	—	1	—	6
						(M.A.Edu.)						
3.	Bihar	3	—	—	—	—	—	1	—	—	—	4
4.	Gujarat	14	—	7	2	—	—	2	—	—	—	25
5.	Haryana	2	—	—	3	—	—	—	—	—	—	5
6.	Himachal Pradesh	—	—	—	1	—	—	—	—	—	—	1
7.	Jammu and Kashmir	1	—	—	—	—	—	—	—	—	—	1
8.	Kerala	18	—	—	—	—	—	—	1	—	—	19
9.	Madhya Pradesh	4	—	4	—	3	1	—	—	—	—	12
10.	Maharashtra	13	—	16	3	9	2	4	—	—	—	47
11.	Mysore (Karnataka)	16	—	1	—	—	2	—	1	—	—	19
12.	Orissa	4	—	2	—	—	—	—	—	—	—	6
13.	Punjab	8	1	3	—	—	—	—	—	—	—	12
			(M.A.Edu.)									
14.	Rajasthan	7	—	1	1	—	3	—	—	—	—	12
15.	Tamil Nadu	13	—	4	—	—	2	—	—	—	—	19
16.	Tripura	2	—	—	—	—	—	—	—	—	—	2
17.	Uttar Pradesh	28	—	—	—	—	5	—	—	1	1	35
						(D. Litt. also)						
18.	West Bengal	20	—	1	—	—	1	—	—	—	—	22
			(M.A.Edu.)			(M.A.Edu.)						
19.	Union Territories (Chandigarh Delhi Goa)	2	—	—	—	—	1	—	—	—	—	3
All India	N	166	1	40	10	12	18	6	3	2	1	259
	%	64.6%	.38	15.4	3.8	4.6	6.9	2.3	1.14	.76	.38	100.00%

Table 2.14

Institutions offering Diploma in Education Courses (Elementary Teacher Education Level)

1	2	3	4
<i>State</i>	<i>Universities/State Education Departments offering Diploma in Education (elementary teacher education level)</i>	<i>Affiliated Colleges in which these diplomas are also arranged at present</i>	<i>Remarks</i>
Bihar	1. Bhagalpur University	1. T.T. College, Deoghar	Dip. Ed.
	2. Bihar University	2. Government College of Education, Samastipur	Dip. Ed.
Gujarat		3. Government College of Education, Turki	—do—
	3. Gujarat University	4. Secondary Teachers Training College, Ahmedabad (Gujarat)	Dip. Ed.
		5. College of Education, Patan	Dip. Ed.
	4. Sardar Patel University	6. M.B. Patel College, Vallabh Vidya Nagar (Gujarat)	Teaching Dip. and other Diplomas also run by the institute under col. 3.
	5. M.S. University, Baroda	7. Faculty of Education, M.S. University, Baroda (Gujarat)	Various types of diplomas are run by this university.
Haryana	6. Haryana State Education Department	8. Sohan Lal College of Education, Ambala	J.B.T.
Madhya Pradesh		9. B.P.S. College of Education, Khanpur (Haryana)	J.B.T.
	7. Jabalpur University	10. Hawabagh Women College, Jabalpur	Dip. Ed.
	8. Saugar University	11. College of Education, Saugar University, Sagar (M.P.)	Dip. Ed.
Maharashtra	9. Vikram University	12. Government College of Education, Dewas (M.P.)	Dip. Ed.
	10. Bombay University	13. C.C. College of Education, Bombay-71	Dip. Ed.
		14. Sadhana College of Education, Bombay	"
	11. Maharashtra State Education Department	15. St. Xavier College of Education, Bombay	Dip. Edu.
		16. Swami Vivekanand Shiksha Sansthan, Osmanabad	Dip. Edu.
		17. Government College of Edu., Latur	"
		18. Sevagram College of Education, Wardha	Dip. Edu.
		19. Janta College of Edu., Chandrapore	"
		20. P.P. College of Education, Godia	Dip. Edu.
		21. Government College of Education, Yeotmal	"
		22. Government College of Education, Buldhana	"
Punjab	13. Marathwada University	23. Government College of Education, Parabhani	D.Ed.
	14. Poona University	24. Dhulia Education Society College of Education, Dhulia	"
	15. Shivajee University	25. College of Education, Barsi	"
	16. Punjab State Education Department	26. Ramgharia College of Education, Phagwara (affiliated to Punjab University)	J.B.T.
Rajasthan	17. Jodhpur University	27. Mahesh College of Education, Jodhpur (Raj.)	"
	18. Udaipur University	28. Vidya Bhawan College of Education, Udaipur	Diploma in early childhood

Table 2.15
Examining Bodies

S.No.	State	University Department or University College	University as well as other college	No. of University Teaching Depart- ment or College	University with affiliated colleges
1.	Andhra Pradesh	—	1	1	2
2.	Assam	—	2	2	—
3.	Bihar	—	1	1	2
4.	Gujarat	3	—	3	3
5.	Haryana	1	—	1	—
6.	Himachal Pradesh	—	1	1	—
7.	Jammu and Kashmir	—	1	1	—
8.	Kerala	1	—	1	1
9.	Madhya Pradesh	2	—	2	4
10.	Maharashtra	—	1	1	5
11.	Mysore (Karnataka)	—	3	3	—
12.	Orissa	—	1	1	2
13.	Punjab	1	1	2	1
14.	Rajasthan	—	—	—	3
15.	Tamil Nadu	1	—	1	2
16.	Tripura	—	—	—	—
17.	Uttar Pradesh	2	2	4	2
18.	West Bengal	2	1	3	2
19.	Union Territories (Chandigarh Delhi Goa)	1	—	1	—
All India	N	14	15	29	29

Table 2.16
Types of Courses in University Departments

S.No.	State	University B.Ed. only	Department M.Ed. only	College running B.Ed. and M.Ed.	M.Ed. and Ph.D.	B.Ed. and Ph.D.	B.Ed. M.Ed. and Ph.D.
1.	Andhra Pradesh	—	—	—	—	—	—
2.	Assam	—	—	—	—	1	1
3.	Bihar	—	—	—	1	—	—
4.	Gujarat	—	—	—	—	—	3
5.	Haryana	1	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—
7.	Jammu and Kashmir	—	—	—	—	—	—
8.	Kerala	—	—	—	1	—	—
9.	Madhya Pradesh	—	—	1	—	—	1
10.	Maharashtra	—	—	1	—	—	1
11.	Mysore (Karnataka)	—	—	—	1	—	2
12.	Orissa	—	—	—	—	—	—
13.	Panjab	—	1	—	—	—	—
14.	Rajasthan	—	—	—	—	—	—
15.	Tamil Nadu	—	—	—	—	—	1
16.	Tripura	—	—	—	—	—	—
17.	Uttar Pradesh	1	—	—	1	—	1
18.	West Bengal	—	—	1	—	—	1
19.	Union Territories (Chandigarh Delhi Goa)	—	—	—	—	—	—
All India	N	2	1	3	4	1	11

240 151

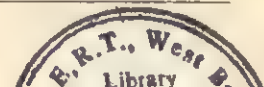


Table 2.17
Range of Courses

Sl.No.	State	B.Ed. one year (F. Time)	B.Ed. Corres- pon- dence	B.Ed. one+ 4 yrs. B.Ed.+ B.Ed. Corres- pondence	Total	M.Ed. Full time	M.Ed. Par t time	Both	Total	Ph.D. Full time	Ph.D. Part time	Both	Total
1.	Andhra Pradesh	8	—	—	8	1	—	—	1	1	—	—	1
2.	Assam	6	—	—	6	1	—	—	1	2	—	—	2
3.	Bihar	3	—	—	3	1	—	—	1	1	—	—	1
4.	Gujarat	25	—	—	25	4	5	1	10	4	—	—	4
5.	Haryana	5	—	—	5	—	—	—	—	—	—	—	—
6.	Himachal Pradesh	1	—	—	1	—	—	—	—	—	—	—	—
7.	Jammu and Kashmir	1	—	—	1	—	—	—	—	—	—	—	—
8.	Kerala	18	—	—	18	1	—	—	1	1	—	—	1
9.	Madhya Pradesh	12	—	—	12	5	2	1	8	1	—	—	1
10.	Maharashtra	47	—	—	47	15	15	1	31	7	—	—	7
11.	Mysore (Karnataka)	17	1	1	19	—	1	3	4	2	1	—	3
12.	Orissa	5	—	1	6	2	—	—	2	—	—	—	—
13.	Panjab	11	—	—	11	5	—	—	5	—	—	—	—
14.	Rajasthan	11	—	1	12	5	—	—	5	1	3	—	4
15.	Tamil Nadu	19	—	—	19	3	—	3	6	2	—	—	2
16.	Tripura	2	—	—	2	—	—	—	—	—	—	—	—
17.	Uttar Pradesh	34	—	—	34	4	—	1	5	1	6	—	7
18.	West Bengal	22	—	—	22	2	—	—	2	1	1	—	2
19.	Union Territories												
	Chandigarh	1	—	—	1	—	—	—	—	—	—	—	—
	Delhi	1	—	—	1	—	—	1	1	—	—	1	1
	Goa)	1	—	—	1	—	—	—	—	—	—	—	—
All India		250	1	3	254*	49	23	11	83	24	11	1	36

*Excludes 5 T.E.Is. which do not have B.Ed. Programme.

Table 2.18
T.E.Is. Offering M.Ed. Part-time Course

Sl. No.	Institutions for offering M.Ed. Part-time (Evening or vacation or week-end courses, M.Ed. by thesis) course	Affiliated to	Located in
1.	S.N.D.T. College of Education, Poona	S.N.D.T. University	Maharashtra
2.	P.V.D.T. College of Education for Women, Bombay	S.N.D.T. University	Maharashtra
3.	Secondary Teacher Training College, Ahmedabad	Gujarat University	Gujarat
4.	College of Education, Patan	Gujarat University	Gujarat
5.	B.C.J. College of Education, Cambay	Gujarat University	Gujarat
6.	D.G. College, Alliabada	Saurashtra University	Gujarat
7.	Shri Popat Lal Dhyani Bhai, Malvia Graduate Teachers College, Rajkot	Saurashtra University	Gujarat
8.	Rama Graduate Teachers College, Porbander (Gujarat)	Saurashtra University	Gujarat
9.	V.T. Choksi Saravajanik College of Education, Surat	South Gujarat University	Gujarat
10.	Department of Postgraduate studies and Research in Education, University of Mysore, Mysore	Mysore University	Karnataka
11.	Bangalore University, Bangalore	Bangalore University	Karnataka
12.	University College of Education, Karnataka University, Dharwar	Karnataka University	Karnataka
13.	University College of Education, Saugar University, Squgar (M.P.)	Saugar University	Madhya Pradesh
14.	S.V.S.S. College of Education, Osmanabad	Bombay University	Maharashtra
15.	College of Education, Sangali	Shivajee University	Maharashtra
16.	Government College of Education, Parbhani	Bombay University	Maharashtra
17.	S.M.T. College of Education, Kolhapur	Shivajee University	Maharashtra
18.	College of Education, Barsi	Shivajee University	Maharashtra
19.	C.C. College of Education, Bombay	Bombay University	Maharashtra
20.	H.J. College of Education, Bombay	Bombay University	Maharashtra
21.	Sadhana College of Education, Bombay	Bombay University	Maharashtra
22.	St. Xaviers Institute of Education, Bombay	Bombay University	Maharashtra
23.	A.E.S. College of Education, Ahmednagar	Poona University	Maharashtra
24.	Tilak College of Education, Poona	Poona University	Maharashtra
25.	College of Education, Nasik	Poona University	Maharashtra
26.	Dhulia Education Society College of Education, Dhulia	Poona University	Maharashtra
27.	College of Education, Jalgaon	Poona University	Maharashtra
28.	Government College of Education, Nanded	Marathwada	Maharashtra
29.	Govt. College of Education, Latur	Marathwada	Maharashtra
30.	St. Ignatius Training College, Palayam Kottai, Tirunelveli-2	Madurai University	Tamil Nadu
31.	Shri Rama Krishna Mission Teacher College	Madras	Tamil Nadu
32.	Education Department, Annamalai University Annamalai Nagar	Annamalai University	Tamil Nadu
33.	N.A.S. College, Meerut	Meerut University	Uttar Pradesh
34.	Central Institute of Education, 33-Chhatra Marg, Delhi	Delhi University	Delhi

Table 2.19
Admission Requirements for B.Ed./B.T. Courses

S. No.	State	Minimum Qualification				Age				Teaching Experience					Use of Test only	Inter-view only	No admissions on test and inter-view
		2nd Class Hr. Sec.	Total marks in B.A. 40% to 45%	45% to 50% of total marks B.A.	Seniority of Teachers	Only considered simple deg-ree	Total No age restriction	18 to 25	25 to 35	35 to 45	Total need of Teaching Experience 1 to 3	T. Exp. 3 to 5	T. Exp. only preferred				
1.	Andhra Pradesh	—	5	3	—	—	8	3	5	—	8	6	2	8	1	7	8
2.	Assam	—	3	—	—	3	6	3	2	1	—	—	—	6	1	5	6
3.	Bihar	—	2	1	—	—	3	2	1	—	3	—	—	3	—	3	3
4.	Gujarat	—	3	—	10	12	25	18	1	6	—	4	18	25	15	10	25
5.	Haryana	—	1	—	4	—	3	5	—	—	5	—	—	1	1	4	5
6.	Himachal Pradesh	—	1	—	—	—	1	1	—	—	1	1	—	1	—	1	1
7.	Jammu & Kashmir	—	1	—	—	—	1	1	—	—	1	1	—	1	—	1	1
8.	Kerala	—	14	1	—	—	18	12	5	1	—	16	1	18	2	14	18
9.	Madhya Pradesh	—	—	—	9	2	12	9	2	1	—	9	1	12	1	4	12
10.	Maharashtra	—	7	—	5	35	47	41	2	2	2	33	2	47	14	41	47
11.	Mysore (Karnataka)	1	2	—	11	4	19	13	2	4	—	13	—	19	2	14	19
12.	Orissa	1	1	3	—	1	6	5	—	1	—	3	—	6	3	2	6
13.	Panjab	—	—	11	—	—	11	7	4	—	—	9	—	11	2	9	11
14.	Rajasthan	1	2	4	—	5	12	2	4	3	3	4	2	12	8	4	12
15.	Tamil Nadu	—	4	—	7	8	19	8	8	2	1	7	1	19	4	15	19
16.	Tripura	—	2	—	—	—	2	2	—	—	2	2	—	2	2	—	2
17.	Uttar Pradesh	—	—	8	11	15	34	19	12	2	1	12	—	34	11	15	34
18.	West Bengal	—	1	—	5	16	22	11	—	10	1	12	9	22	4	18	22
19.	Union Territories (Chandigarh, Delhi, Goa)	—	2	—	1	—	3	2	1	—	—	3	—	3	1	2	3
All India N		3*	51	31	64	4	101	254**	164	49	33	8	254	62	169	23	254

*Four year B.Ed. programme

**5 TEIs. have no B.Ed. are excluded

Table 2.20
Admission Requirements for M. Ed. and Ph. D. Courses

M. Ed./M. A. (Edu.)										Ph.D/D. Phil																																																																																																													
Minimum qualification					Teaching experience					Age					Adm. test & interview					Minimum requirements					Teaching experience					Age					Adm. test & interview																																																																																				
35% to 40%					40% to 45%					50%					Total					No age restriction					Age upto 35 yrs.					Admn. Test used					Interview					No admn. test interview					Total					M. Ed. only considered					40 to 45% Total marks					50% marks M. Ed.					Total					Teaching exp. preferred					Tech. Exp. req. 1 to 3					No. tech. exp. required					Total					No age restriction					Age required up to 35					Total					Admn. test & interview					Interview					Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32																																																																																								
State																																																																																																																							
S. No.	1.	Andhra Pradesh	1	—	—	—	1	—	1	—	1	1	—	1	—	1	—	1	—	1	—	1	—	1	1	1	—	1	—	1	1																																																																																								
	2.	Assam	—	1	—	—	1	—	1	—	1	1	—	1	—	1	—	1	2	—	—	2	—	—	2	2	—	2	—	2	2																																																																																								
	3.	Bihar	1	—	—	—	1	—	—	1	1	1	—	1	—	1	—	1	—	1	—	1	—	—	1	1	1	—	1	—	1	1																																																																																							
	4.	Gujarat	8	—	—	2	10	5	3	2	10	4	6	10	5	5	—	10	2	2	—	4	2	2	—	4	2	2	4	2	2	4																																																																																							
	5.	Haryana	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—																																																																																							
	6.	Himachal Pradesh	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—																																																																																							
	7.	Jammu & Kashmir	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—																																																																																							
	8.	Kerala	—	—	—	1	1	—	—	1	1	1	—	1	1	—	1	—	1	—	1	—	—	1	1	1	—	1	—	1	—	1	1																																																																																						
	9.	Madhya Pradesh	—	—	8	—	8	6	1	1	8	7	1	8	—	6	1	8	—	1	—	1	—	—	1	1	1	—	1	—	1	1	1																																																																																						
	10.	Maharashtra	15	—	16	—	31	5	19	7	31	16	15	31	4	21	6	31	6	—	1	7	3	4	—	7	3	4	7	—	7	7																																																																																							
	11.	Karnataka (Mysore)	1	—	2	1	4	1	2	1	4	3	1	4	2	2	—	4	—	3	—	3	3	—	—	3	3	—	3	2	1	3																																																																																							
	12.	Orissa	—	—	2	—	2	1	—	1	2	2	—	2	—	2	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—																																																																																							
	13.	Punjab	—	2	2	1	5	1	2	2	5	5	—	5	3	2	—	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—																																																																																							
	14.	Rajasthan	1	1	2	1	5	3	1	1	5	3	2	5	1	2	2	5	3	—	1	4	—	—	4	4	4	—	4	—	4	4	4																																																																																						
	15.	Tamil Nadu	2	2	2	—	6	3	2	1	6	5	1	6	4	1	1	6	2	—	—	2	2	—	—	2	2	—	2	—	2	2	2																																																																																						
	16.	Tripura	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—																																																																																						
	17.	Uttar Pradesh	—	—	4	1	5	2	1	2	5	5	—	5	3	2	—	5	—	7	—	7	4	3	—	7	3	4	7	4	3	7	7																																																																																						
	18.	West Bengal	—	2	—	—	2	—	1	1	2	2	—	2	2	—	—	2	—	2	—	2	—	2	—	2	2	—	2	—	2	2	2	2																																																																																					
	19.	Union Territories	—	—	—	1	1	—	—	1	1	—	1	1	1	—	—	1	—	1	—	1	1	—	1	1	—	1	1	1	1	1	1	1																																																																																					
All India																																																																																																																							
		29	8	38	8	83	27	34	22	83	56	27	83	27	46	10	83	15	16	5	36	14	12	10	36	25	11	36	9	27	36	36																																																																																							

Table 2.21
T.E.Is having Extension Centre/Unit, Research Wing, etc.

Sl. No.	State	Total number of Institutes	Extension Services Centre/Unit	Research Wing	Audio Visual Units	Science Unit
1.	Andhra Pradesh	8	4	—	—	—
2.	Assam	6	2	1	—	—
3.	Bihar	4	1	—	—	—
4.	Gujarat	25	10	3	—	1
5.	Haryana	5	1	—	—	—
6.	Himachal Pradesh	1	1	—	—	—
7.	Jammu & Kashmir	1	1	—	—	—
8.	Kerala	19	5	—	—	—
9.	Madhya Pradesh	12	7	2	—	—
10.	Maharashtra	47	28	5	1	4
11.	Karnataka	20	8	—	—	1
12.	Orissa	6	3	—	—	—
13.	Punjab	12	2	—	—	—
14.	Rajasthan	12	5	2	—	—
15.	Tamil Nadu	19	2	1	1	—
16.	Tripura	2	—	—	—	—
17.	Uttar Pradesh	35	6	4	—	—
18.	West Bengal	22	5	1	—	—
19.	Union Territories	3	2	1	1	1
	Chandigarh					
	Delhi					
	Goa					
All India	N	259	93	20	3	7
	%		36.0	7.7	1.1	3.0

Character of Student Population

AFTER studying requirements for admission to the courses offered by the T.E.Is in the country, it may be worthwhile to analyse the character of student population, viz., sanctioned strength, applications received for admission, enrolment, rate of dropouts, subject-wise output, pass percentage, output of teachers, students admitted with varying research and teaching experience etc.

Sanctioned B. Ed. Strength and Enrolment

The study of sanctioned strength and enrolment is confined to 63% to 68.3% of the 259 responding T.E.Is. 163 T.E.Is. had supplied data for the year 1968-69, 171 for 1969-70 and 177 for 1970-71, and the discussion that follows is based on these data.

The sanctioned strength and enrolment of 163 T.E.Is for the year 1968-69 are given in Table 3.1. The total sanctioned strength in these 163 institutions in the year 1968-1969 was 20321 while the actual enrolment was 20999. The total enrolment was thus more than the total sanctioned strength. The average enrolment of students per college was 128.8. It was the highest in the State of Punjab. The other States which had a comparatively higher rate of enrolment were Jammu & Kashmir, Rajasthan, Himachal Pradesh, Andhra Pradesh, and Haryana. The lowest enrolment was in the State of Tripura. The average enrolment of students per college was less than one hundred in the States of Assam, Gujarat and Tamil Nadu. The position in Maharashtra, and Karnataka was slightly better. As for the Union Territories, the average enrolment was highest in Chandigarh and lowest in Goa.

The position regarding sanctioned strength and enrolment of 171 T.E.Is for the year 1969-70 is given in

Table 3.2. Though they had a total sanctioned strength of 22036, actual enrolment in these 171 T.E.Is. was 22973. Thus the total enrolment was more than the total sanctioned strength. The average enrolment of student per college in 1969-70 was 134.31 and the range was 76 to 315. The States which had the same or higher average enrolment of students per college than the national average (134.3) was Andhra Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Punjab, Rajasthan, West Bengal, and the Union Territory of Chandigarh. The States whose average enrolment was less than the national average were Gujarat, Kerala, Maharashtra, Karnataka, Orissa, Tamil Nadu, Tripura, Uttar Pradesh and the Union Territory of Goa.

Various details regarding sanctioned strength, enrolment etc., of 177 T.E.Is. for the year 1970-71 are given in Table 3.3. During the year, the total enrolment in these institutions was 24274 as against the sanctioned strength of 23455. During this year also, the total enrolment was more than the sanctioned strength. The enrolment in the colleges ranged from 80 to 263, and the average enrolment per college was 137.1. The average enrolment was the highest in the Union Territory of Chandigarh and lowest in the Union Territory of Goa. The States which had the same or higher enrolment per college than the national average of 137.1 were Andhra Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Punjab, Rajasthan, West Bengal and the Union Territory of Chandigarh.

The average enrolment per college was 128.8, 134.3 and 137.1 during the years 1968-69, 1969-70 and 1970-71 respectively showing an upward trend from year to year. A comparison of the 1968-69 and 1969-70

figures would reveal that the average enrolment per college increased in all the States except in Kerala, Madhya Pradesh, Punjab and Tamil Nadu. During the year 1970-71, the average enrolment per college registered a further increase in all the States except in Haryana, Orissa, Punjab, Rajasthan and the Union Territory of Chandigarh. In these States, the average enrolment per college decreased to some extent. It was also noticed that in Punjab, and in the Union Territory of Chandigarh, the average enrolment per college decreased every year from 1968-69 to 1970-71. The average enrolment per college, however, remained more or less steady in the States of Himachal Pradesh and Kerala during these years.

Applications Received for Admission

The number of applications received for admission to the B.Ed. course in the Teacher Education Institutions in the years 1968-69, 1969-70 and 1970-71 are given in Tables 3.1, 3.2 and 3.3 respectively. The number of applications received (in 163 T.E.Is) in the year 1968-69 was 80366 as against the sanctioned strength of 20321. In average terms there were thus nearly four applicants for every seat in these colleges. The competition was most acute in West Bengal where the ratio of applicants to seats stood at 8 to 1, whereas for the students in Tripura there was hardly any need to complete with each other.

The number of applications received for admission (in 171 T.E.Is) in the year 1969-70 was 89060 as against the sanctioned strength of 22036. The number of applications for admission was four times more than the sanctioned strength. In the year 1970-71, the number of applications received for admission (in 177 T.E. Is) was 95790 against the sanctioned strength of 23455. The number of applications received for admission was 4.1 times more than the sanctioned strength. The proportion of applications received for admission to that of sanctioned strength was the highest in the State of Uttar Pradesh and lowest in the State of Tripura.

But the demand for admission to B.Ed. Course is, in fact, much greater than one would gather from the above analysis. Lack of complete information from certain States and institutions has been one of the inhibiting factors in assessing exact nature of the demand. Even the number of applications received for admission to the B.Ed. course is not exactly known

in respect of certain States. For example, in the State of Tripura, all the students were deputed by the Education Department. Certain training colleges in Madhya Pradesh also reported that the Education Department of the state had candidates for admission to the B. Ed. course. Also, some colleges in the States of Kerala and Maharashtra had intimated that information regarding the number of applications given by them indicated the position as regards 20% to 30% of the seats, and this was all they were entitled to fill. Thus, an overall appraisal of the position would indicate that there has mostly been a rush for admission to B.Ed. course.

It can, therefore, be concluded that the demand for admission to the B.Ed. course had increased in the country as a whole during the years from 1968-69 to 1970-71, though there has been a slight decrease in the States of Bihar, Gujarat and West Bengal and the Union Territory of Goa during this period.

Drop-out

The data regarding drop-out in T.E.Is revealed the extent of wastage. It related to position in the year 1968-69 in respect of 163 T.E.Is, i.e., nearly 63% of the 259 responding Teacher Education Institutions.

The enrolment and drop-out figures for the year 1968-69 are given in Table 3. 4. It may be seen from this table that, the enrolment in the beginning and at the end of the session 1968-69 was 20989 and 20349, respectively. Thus 640 students dropped out during the academic session of 1968-69. The average rate of drop-out was 3.1%, the range being zero to 9.1%. It was the highest in the State of Assam. The problem of drop-out existed in all the States except in Himachal Pradesh, Jammu & Kashmir and Tripura and the Union Territory of Goa. The States which had the same or higher rate of drop-out than the national average (3.1%) were Andhra Pradesh, Assam and West Bengal. The rate of drop-out in the remaining States was lower than the national average.

The study of drop-out for the year 1969-70 was based on the data received from 171 T.E.Is, which constituted nearly 66% of the 259 responding T.E.Is. The enrolment in the beginning and at the end of the academic session 1969-70 was 22874 and 22110, respectively. The number of drop-outs was 764 and the rate of drop-out was 3.3%. (Table 3.5) It was highest (12.7%) in the State of Assam. Then came West Bengal with a rate of 8.6%.

The problem of drop-out was prevalent in all the States except in Himachal Pradesh. The States which had the same or higher rate of drop-out than the national average were Assam, Karnataka and West Bengal and in the remaining States the drop-out rates were lower than the national average.

The study of drop-out for the year 1970-71 was based on the data received from 177 T.E.Is which constituted nearly 68.3% of the 259 responding institutions. The enrolment in the beginning and at the end of the academic session 1970-71 was 24274 and 23423, respectively (Table 3.6). The rate of drop-out at the national level was 3.5. All the States except Himachal Pradesh, Kerala and Tripura experienced the drop-out problem. The rate of drop-out was highest in the State of Assam. The States having the same or higher rate of drop-out than the national average were Assam, Bihar, and West Bengal and in the remaining States the dropout rate was lower than the national average.

It can thus be seen that the drop-outs increased at the rate of 6.5% from 1968-69 to 1969-70 and 6.1% from 1969-70 to 1970-71. In the States of Andhra Pradesh, Orissa, Uttar Pradesh and Kerala, however, it showed a declining trend during the period under reference. In Kerala, it decreased from 2.6% in 1968-69 to 2.3% in 1969-70 and touched the zero-mark in 1970-71. There has been no problem of drop-outs in the State of Himachal Pradesh. The rate has been very high in the States of Assam and West Bengal.

Pass Percentage

For the year 1968-69, the study was in respect of 187 T.E.Is which constituted nearly 72.2% of the 259 responding T.E.Is.

As can be seen from Table 3.7, 23186 students appeared in the B.Ed. examination in the year 1968-69. Of these, 21,197 students passed the examination. Thus, the pass percentage in this year was 91.4. The pass percentage varied from State to State, ranging from 62.1 to 100. The highest pass percentage of 100 was recorded in the Union Territory of Chandigarh and Himachal Pradesh, followed by 99.2 in Rajasthan, 98.1 in Haryana; 97.8 in Orissa; 97.6 in Bihar and 97.5 in Punjab. The lowest pass percentage of 62.1 was noticed in Assam, preceded by 85.6 in West Bengal; 86 in Tripura; 86.5 in Kerala; 86.8 in Karnataka and 86.9 in Tamil Nadu. The States which

registered the same or higher pass percentages than the national average of 91.4% were Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan and the Union Territories of Chandigarh and Goa while the States which recorded pass percentages less than national average were Andhra Pradesh, Assam, Kerala, Karnataka, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal.

The analysis for the year 1969-70 was based on 204 T.E.Is which constituted nearly 78.8% of the 259 responding T.E.Is. As Table 3.8 would show that 26,133 students appeared in the B.Ed. examination in 1969-70, and 23,668 of them passed the examination. Thus the pass percentage for the year 1969-70 was 90.7. The pass percentage varied from State to State, ranging from 57.3 to 100. The highest pass percentage of 100 was recorded in Himachal Pradesh, and the Union Territories of Chandigarh and Goa, followed by 99.4 in Madhya Pradesh, 98.8 in Orissa, and 97.8 in Bihar while the lowest (57.3) was in Assam, preceded by 84.8 in Karnataka. The States which registered the same or higher pass percentages than the national average were Bihar, Gujarat, Himachal Pradesh, Maharashtra, Orissa, Rajasthan, Tripura and the Union Territories of Chandigarh and Goa, and the States which recorded pass percentages less than the national average were Andhra Pradesh, Assam, Haryana, Jammu & Kashmir, Kerala, Karnataka, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal.

The study of pass percentage for the year 1970-71 was based on the data received from 193 T.E.Is which nearly constituted 74.5% of the 259 responding institutions. The number of students who appeared in the B.Ed. examination and passed the same in the year 1970-71 is given in Table 3.9. The pass percentage in the year 1970-71 was 90.0 as 21,913 out of 24,350 candidates got through the B.Ed. examination. The pass percentage ranged from 66.4 to 100 from State to State. The highest pass percentage of 100 was found in Himachal Pradesh and the Union Territory of Goa followed by 99.6 in the Union Territory of Chandigarh, 99.4 in Orissa, 98.8 in Madhya Pradesh, 98.1 in Gujarat, 96.7 in Maharashtra and 96.6 in Rajasthan. The lowest pass percentage of 66.4 was in the State of Assam preceded by 76 in Karnataka, 77.3 in Punjab and 81.4 in Kerala. The states which had the same or higher pass percentages than the national average were Bihar, Gujarat, Himachal Pradesh, Madhya Pradesh, Maharashtra, Orissa, Rajasthan,

Uttar Pradesh, and the Union Territories of Chandigarh and Goa, the remaining States recording pass percentages less than the national average.

To sum up, it can be said that pass percentage in the country as a whole declined gradually in the years under study. It was 91.4 in 1968-69, 90.7 in 1969-70 and 90.0 in 1970-71. Further, on comparing the pass percentages with enrolment, it was found that while the average enrolment per college increased slightly every year, the pass percentage declined, though marginally every year. The pass percentage was 100 in Himachal Pradesh in all the three years under reference. The pass percentage in the States of Kerala, Karnataka, Punjab and Rajasthan declined year by year during this period.

Why did admissions exceed the sanctioned strength ?

The total enrolment of students was in excess of the sanctioned strength during the years 1968-69, 1969-70 and 1970-71. (Tables 3.1, 3.2, and 3.3). Most of the institutions in which enrolment was found to be in excess of sanctioned strength have not explained the reasons. Some have explained the phenomenon :

1. Most of the institutions have attributed this to the heavy rush of fresh graduates seeking admission.
2. A few training colleges have mentioned that deputation of students to the training colleges by the State Governments/Education Departments as the reason.
3. Some colleges felt that deputation of untrained teachers by the State Governments/Education Departments was responsible for excess admissions.
4. One training college mentioned that the need of the community made them admit more students. There were also facilities available to admit more students, the college felt.
5. Two training colleges in Uttar Pradesh have mentioned that more than the normal number of students were admitted because the vice-chancellor had granted special permission and that was to meet the public demand.

Admission of Students into the Training Institutions by Various Factors

The number of students deputed by the State Governments and schools, freshers and other experi-

enced teachers admitted into T.E.Is during the year 1968-69, 1969-70, and 1970-71 is presented in Tables 3.10, 3.11 and 3.12, respectively.

The information of this aspect of student population is based on the data received from 160 T.E.Is, in the year 1968-69, 172 in 1969-70 and 181 in 1970-71. In the year 1968-69, 2697 (13.8%) students deputed by the State Governments, 2700 (13.8%) students deputed by the schools, 9284 (47.5%) freshers and 4817 (24.6%) other experienced teachers and 57 (.3%) students other than those falling in these four categories were admitted to the B.Ed. courses in 160 T.E.Is. Thus the highest percentage, viz., 47.5% of admitted students were freshers. The States in which percentage of students deputed by the State Governments is higher than the national average (13.8%) were : Andhra Pradesh, Assam, Jammu & Kashmir, Kerala, Madhya Pradesh, Karnataka and Tripura. The States in which the percentage of freshers admitted to the training institutions was higher than the national average (47.5%) were : Andhra Pradesh, Bihar, Haryana, Jammu & Kashmir, Kerala, Karnataka, Orissa, Tamil Nadu, Uttar Pradesh and in the rest of the States the percentage of freshers admitted is less than the national average. The States which have the same or higher percentage of experienced teachers admitted to the training colleges than the national average (24.6%) were : Bihar, Gujarat, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and in the rest of the States the percentage of admitted experienced teachers was less than the national average. The percentage of students admitted in the above four categories varied from State to State and is given in Table 3.10.

In the year 1969-70, as many as 2903 (13.1%) students deputed by the State Governments, 3662 (16.5%) students deputed by schools, 9966 (44.9%) freshers, and 5592 (25.2%) other experienced teachers and 58 (0.3%) others (students not falling in the above four categories) were admitted into B.Ed. regular course in 172 T.E.Is. The percentage of students admitted in the above four categories varied from State to State and is given in Table 3.11.

In the year 1970-71, 15.9% (3831) students, 16.4% (3952) students admitted into 181 T.E.Is were deputed by the State Governments and schools respectively. Besides 43.2% and 23.9% of the admitted students were freshers and other experienced teachers respectively. One hundred and fifty (0.6%) students of those admitted did not fall in any of the four categories.

It can be mentioned that more than 40% of the students admitted into the T.E.Is were freshers and about 13% to 16% of the admitted students were deputed by both the State Governments and schools. 23% to 25% of the admitted students were experienced teachers. In one college in Madhya Pradesh, all the candidates were deputed by the Central Government during three years under reference.

Subject-wise Output

The subject-wise output of teachers in the years 1968-69, 1969-70 and 1970-71 is given in Tables 3·13, 3·14 and 3·15, respectively. The data of output of teachers have been collected from 120 T.E.Is in 1968-69, 127 T.E.Is in 1969-70 and 134 T.E.Is in 1970-71 which nearly constituted 46·3%, 48·3%, and 51·7% of the 259 responding T.E.Is. These Tables indicate the school subjects which student-teachers took up as method subjects. Besides school subjects, other subjects such as Basic Education, Logic, etc., are also included.

The output of teachers in these subjects according to their rank order is given below for the year 1968-69.

Rank	Subject	Output
1.	English	4351
2.	Mother-tongue	3873
3.	History	2967
4.	Social Studies	2744
5.	Mathematics	2406
6.	Physical Education	2380
7.	Physics and Chemistry	2057
8.	Art & Craft	1832
9.	Hindi	1743
10.	Geography	1538
11.	General Science	1128
12.	Civics	1029
13.	Biology	771
14.	Economics	752
15.	Agriculture	523
16.	Classical Language	498
17.	Home Science	132
18.	Natural Science	116
19.	Music	89
20.	Language other than Mother-tongue	83
21.	Ele. education	74
22.	Commerce	44
23.	Painting	43

24.	Wood craft	41
25.	Weaving	39
26.	Primary and Infant School subjects	38
27.	Logic	17
28.	French	14
29.	Urdu	9

The output of teachers in English, Mathematics, Physics and Chemistry was found to be common in all the States in the country. Hindi teachers were trained in all the States except Andhra Pradesh, Gujarat, Kerala and Tamil Nadu. The turn out of Social Studies teachers was also found in all the States except Assam, Gujarat, Tamil Nadu and Goa. Geography teachers were trained in all the States excepting Andhra Pradesh. Bihar, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tripura, Uttar Pradesh and West Bengal turned out Economics teachers, while Commerce teachers were trained only in the States of Maharashtra, Rajasthan, Tripura and Uttar Pradesh. Only Madhya Pradesh, Punjab, Rajasthan, Uttar Pradesh and West Bengal accounted for the output of music teachers. The output in Agriculture, Kinder Garten, Natural Science, Wood Craft, Weaving, Home Science. Basic Education and Logic could be found only in few States, as given in Table 3·13.

Subject-wise output of teachers in the year 1969-70 is presented in Table 3·14. The output of teachers in English was found in all the States in the country. The output of teachers in Hindi was also found in all the States except in Kerala, Orissa, and Tamil Nadu. All the States except Assam and Gujarat turned out Social Studies teachers. There was an output of History and Geography teachers in all the States except in Andhra Pradesh, Haryana and the Union Territory of Goa; teachers in Economics in the States of Bihar, Kerala, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tripura, Uttar Pradesh and West Bengal; and teachers in Commerce in the States of Maharashtra, Rajasthan, Tripura and Uttar Pradesh. In the science group, the output of Physics and Chemistry teachers was found in all the States except, Gujarat and Haryana; in Biology in all the States except Assam, Bihar, Gujarat, Haryana, Orissa and Punjab. The output of teachers in Music, Painting, Art and Craft, Agriculture, etc., was found in only a few States as given in the Table 3·14.

The subject-wise output of teachers in the year 1970-71 is given in Table 3·15. There was an output

of teachers in English in all the States. Hindi teachers were turned out in all the states except Kerala, Orissa, and Tamil Nadu; all the States excepting Assam, Gujarat, Madhya Pradesh, Tamil Nadu and Uttar Pradesh and the Union Territory of Goa trained Social Studies teachers, all the States excepting Andhra Pradesh trained History teachers, all the States except Andhra Pradesh turned out Geography teachers; Bihar, Kerala, Madhya Pradesh, Maharashtra Punjab, Rajasthan, Tripura, Uttar Pradesh and West Bengal trained Economics teachers; Bihar, Madhya Pradesh, Maharashtra, Rajasthan, Tripura, Uttar Pradesh trained Civics teachers; Maharashtra, Tripura, Uttar Pradesh and West Bengal trained Commerce teachers. In the Science group, there was an output of Physics, Chemistry and Mathematics teachers in the all States. The output of teachers in Biology was in the States of Andhra Pradesh, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal. The output of teachers in other subjects such as Music, Painting, Art and Craft, Physical Education, Agriculture, etc., was found in few States only as given in Table 3'15.

Output of Teachers according to Divisions

The position of performance of student-teachers in theory as well as in practice of teaching in the years from 1968-69 to 1970-71 is given in Tables 3'16, 3'17 and 3'18.

For the year 1968-69, the information could be collected only from 154 T.E.Is. A good number of training colleges do not indicate divisions in theory and practice of teaching separately. These institutions indicated the combined divisions for theory and practice of teaching. Since some institutions indicated divisions in theory and practice of teaching combined and others indicated the divisions separately, data in this respect was, therefore, analysed separately for both types of institutions.

From the data given by the T.E.Is. for theory and practice of teaching separately, it was found that in theory only 16 (16%) students secured distinction, 410 (4'11%) students secured first division, 4532 (45'48%) and 5006 (50'25%) students secure second and third divisions respectively. Further it was found that 64 (6'0%) students secured distinction in practice of teaching. First division in practice of teaching was secured by 1288 (12'02%) students 7326 (68'36%) and 2038 (19'02%) students secured second and third division, respectively.

From the data given by the institutions for theory and practice of teaching combined, it was found that only 51 (5'9%) students secured distinction. First division was secured by 1612 (18'71) students while second and third division was secured by 5619 (65'62%) and 1333 (15'48%) students respectively.

The output of teachers in different divisions varied from State to State as can be seen from Table 3'16.

Table 3.17 indicates the output of teachers in different divisions in the year 1969-70. This information was available only from 170 T.E.Is. Since some institutions indicated divisions in theory and practice of teaching combined and others indicate divisions for theory and practice of teaching separately, data in this regard was analysed separately.

From the data given by the institutions for theory and practice of teaching separately, it was found that only 27 (2'6%) students secured distinction in theory. 318 (2'94%) students secured first division, 4792 (43'89%) students secured second division and the remaining 5741 (52'92%) students secured third division. Further it was mentioned that 117 (1'00%) students secured distinction in practice of teaching. First and second divisions in practice of teaching separately were secured by 1374 (11'69%) and 7796 (66'32%) students respectively. Third division was awarded to 2468 (20'99%) students.

From the data given by the institutions for theory and practice of teaching combined, it was found that only 41 (4'2%) students secured distinction while 1512 (15'64%) students secured first division. Second and third divisions were secured by 6650 (68'82%) and 1460 (15'10%) students respectively. The output of teachers in different divisions varied from State to State as given in Table 3.17.

Table 3'18 indicates the output of teachers in different divisions in the year 1970-71. This information was available only from 149 training institutions. Since some institutions indicated divisions in theory and practice of teaching combined and others indicated divisions separately for theory and practice of teaching, the analysis was made separately for the both categories.

From the data given by the institutions for theory and practice of teaching separately, it is found that only 10 (0'9%) students secured distinction in theory, 237 (2'00%) students secured first division, 5607 (47'45%) students secured second division and 5962 (50'46%) students secured third division. Further it was observed that 104 (8'3%) students secured distinction.

tion in practice of teaching. First division in practice of teaching was secured by 1583 (12.67%) students. Second division was secured by 8199 (65.64%) students while 2605 (20.86%) students secured third division.

From the data given by the institutions for theory and practice of teaching combined, it is found that only 60 (.80%) students secured distinction. First division was secured by 1128 (15.17%) students while second and third divisions were secured by 4541 (61.07%) and 1707 (22.96%) students respectively.

On comparing the output of teachers according to different divisions in the years from 1968-69 to 1970-71, it was found that percentage of students securing third division in theory alone increased in 1969-70 but it again declined in 1970-71. Further, the percentage of students securing second division declined in 1969-70 as compared to (45.48%) in 1968-69 and 43.89% in 1969-70. It again increased to 47.45% in 1970-71. As regards the percentage of students securing first division, it declined somewhat in 1969-70 but again increased in 1970-71. There has not been much variation in the percentage of students securing distinction as it only ranged from 0.09% to 0.25%.

As for practice of teaching, the percentage of students securing third division did not vary much from year to year. It was 19.02%, in 1968-69, 20.99% in 1969-70, and 20.86% in 1970-71. The percentage of students securing second division declined slightly from year to year i.e. from 68.36% in 1968-69 to 66.32% in 1969-70 and to 65.64% in 1970-71. There was not much variation in the percentage of students securing first division as it ranged from 11.69% to 12.67%. The percentage of students securing distinction ranged from 0.6% to 1.0%.

Further on comparing the percentages of students securing different division taking into consideration the data available for theory and practice of teaching combined, it was found that percentage of students who secured third division showed an increase from 15.48% in 1968-69 and 15.10% in 1969-70, to 22.96% in 1970-71. On the other hand the percentage of students who secured second division declined from 65.22% in 1968-69 and 68.82% in 1969-70 to 61.07% in 1970-71. Further percentage of students who secured first division declined steadily from 18.71% in 1968-69 to 15.64% in 1969-70 and further down to 15.17% in 1970-71. The percentage of students securing distinction, however, ranged from 0.42% to 0.80% during the years 1969-70 and 1970-71.

Educational Background of the Students Admitted to B.Ed. Course

Tables 3.19, 3.20 and 3.21 indicate the number and the percentage of students admitted to B.Ed. course having post-graduate degrees in different divisions, division secured by these post-graduates at graduation, and the number of students admitted to the B.Ed. course with B.A./B.Sc. qualifications in different divisions.

The study of this aspect of student population is based on the information received from 56 to 106 T.E.Is.

In the year 1968-69, 1581 students with post-graduate qualifications were admitted into the B.Ed. course in 88 T.E.Is. Out of these, 0.1% had distinction, 1.5% first division, 44.9% second division, and 53.5% third division in their post-graduate examinations. Further, these post-graduates, 0.4% had secured distinction, 6.0% first division, 34.6% second division, 59.0% third division at their graduate degree examinations. Of those admitted to the B.Ed. course after graduation, only 0.3% (22) students had distinction, 4.6% (387) students had first division, 27.9% (2331) students had secured second division, 67.3% (5641) students had third division in their graduate examinations.

In the year 1969-70, 1888 students having post-graduate qualifications were admitted to B.Ed. Course in 92 T.E.Is. Out of these 2.7% had first division, 48.7% had second division and 48.6% had third division in their post-graduate examinations. Only 1.7% of these post-graduates got distinction, 5.4% first division, 42.4% second division and 50.5% third division in their graduate examinations. Among the students with B.A./B.Sc. qualifications admitted into the B.Ed. course only 0.3% had distinction, 5.4% first division, 30.0% second division and 64.3% third division in their graduate examinations.

Two thousand two hundred and fifty-one (2251) students having post-graduate qualifications were admitted to the B.Ed. course in 106 T.E.Is in the year 1970-71. Of these, 2.2% had first division, 48.3% second division, and 49.5% third division in their post-graduate examinations. Of these post-graduates only 0.8% had distinction, 6.5% first division, 43.5% second division and 49.2% third division in their graduate examinations. Among the students admitted with B.A./B.Sc. qualifications to the B.Ed. course, 0.5% had distinction, 5.6% first division, 33.4% second

division and 60.5% third division in their graduate examinations.

To summarize, it can be mentioned that post-graduates admitted into the B.Ed. Course in 1969-70 had comparatively better divisions than those who were admitted in 1968-69. In the year 1968-69, 1.5% were first divisioners, 44.9% second divisioners and 53.5% third divisioners whereas in the year 1969-70, 2.7% were first divisioners, 48.7% second divisioners and 48.6% third divisioners. There was not much difference in the divisions of post-graduate degrees of those post-graduates admitted in 1970-71 and in 1969-70.

Further, graduates admitted in 1969-70 had better divisions in degree examination than those who were admitted in 1968-69. There were 4.6% first divisioners, 27.8% second divisioners and 67.3% third divisioners in 1968-69 as against 5.4% first divisioners, 30.0% second divisioners and 64.3% third divisioners in 1969-70. Again graduates admitted in 1970-71 had better divisions than those admitted in 1969-70 since there were 5.6% first divisioners, 33.4% second divisioners and 60.5% third divisioners in 1970-71.

Factors Considered While Admitting Students into T.E.Is.

Table 3.22 indicates the number of students admitted to the T.E.Is considering factors such as (i) Research/Teaching experience (ii) Age, etc. The information in this regard was received from 93 training institutions.

In the year 1968-69, 2231 (19.8%) students with more than 5 years of teaching/research experience, 2249 (20.0%) students having teaching/research experience ranging from 2 to 5 years, 2089 (18.5%) students with less than 2 years of teaching/research experience and 4705 (41.7%) freshers were admitted into the B.Ed. (regular) course in 93 T.E.Is. The information regarding admission of students in different age groups was available with 101 T.E.Is. One thousand one hundred and eighty (1180) (8.8%) students admitted to the T.E.Is were above 35 years of age. Ten thousand two hundred and sixteen (10,216) (76.6%) students were between 20 to 35 years. Only one thousand nine hundred and fifty. (14.6%) students were below 20 years of age.

Table 3.23 indicates the number of students admitted to the T.E.Is according to the factors mentioned therein. The information in this regard for the year 1969-70 was available from 96 institutions which nearly constituted 37% of 259 responding institutions.

In this year 2336 (18.7%) students with more than 5 years of teaching/research experience, 2435 (19.4%) students having teaching experience ranging from 2 to 5 years, 2630 (21.0%) students with less than 2 years of experience and 5121 (40.9%) freshers were admitted to the B.Ed. course offered in 96 T.E.Is. The information regarding age groups of the admitted students was received from 106 training colleges. About 9.6% (1356) students admitted were above 35 years of age. Eleven thousand seven hundred and seventy-five (11,775) (83.8%) students were between 20 to 35 years. Nine hundred and twenty-two (922) (6.5%) students were below 20 years of age.

Table 3.24 indicates the number of students admitted into T.E.Is by various factors mentioned therein. The information in this regard for the year 1970-71 was received from 101 institutions only. During that year, 2409 (18.3%) students with more than 5 years of teaching/research experience, 2917 (22.1%) students having teaching/research experience between 2 to 5 years, 2475 (18.8%) students with less than 2 years of experience and 5377 (40.8%) freshers were admitted to the B.Ed. course, in 101 T.E.Is. The information regarding various age groups of the students admitted was also received from the colleges. It was found that 1522 (10.5%) students admitted were above the age of 35 years. Eleven thousand eight hundred and sixty-seven (81.6%) students were of ages between 20 to 35 years. Eleven hundred and forty-seven (7.9%) students were below 20 years of age.

To sum up it can be mentioned that there was not much difference in the percentage of students having varied length of teaching experience and freshers who admitted during three years. Also the percentage of were admitted students over the age of 35 showed an upward trend over the years. It was 8.8% in 1968-69, 9.6% in 1969-70 and 10.5% in 1970-71. The percentage of students in the age-group between 20 to 35 years increased from 76.6% in 1968-69 to 83.8% in 1969-70 but it dwindled to 81.6% in 1970-71. The percentage of students below the age of 20 years decreased from 14.6% in 1968-69 to 6.5% in 1969-70 but again increased to 7.9% in 1970-71.

Sanctioned Strength, Applications for Admissions and Enrolment in M.Ed. (Regular Course)

The sanctioned strength, applications received for admission to and enrolment in M.Ed. (Regular Course) for the years 1968-69, 1969-70 and 1970-71 are given in Tables 3.25, 3.26 and 3.27, respectively.

Table 3.25 indicates that the total enrolment in 23 T.E.Is was 257 and the average enrolment was 11.2. The highest average enrolment per college was in Kerala and the lowest in Tamil Nadu. Table 3.26 indicates that the enrolment for the year 1969-70 in 25 T.E.Is was 290, the average enrolment being 11.6. The highest average enrolment was in Kerala and the lowest in Maharashtra. Table 3.27 indicates that the enrolment for the year 1970-71 in 33 T.E.Is was 446, the average enrolment being 13.5. It was the highest in Kerala and the lowest in Tamil Nadu. It can thus be seen that average enrolment increased from 11.2 in 1968-69 to 13.5 in 1970-71.

The information regarding sanctioned strength and applications received against the sanctioned strength, has not been supplied by all the colleges and as such the picture in this regard is not very clear. But, on the basis of the little information which has been received, it can be mentioned that the total enrolment was less than the sanctioned strength and number of applications received for admission to the M.Ed. regular course was not large as compared to sanctioned strength.

Drop-outs

The enrolment and the drop-out figures for the years 1968-69, 1969-70 and 1970-71 are given in Tables

3.28, 3.29 and 3.30, respectively.

The enrolment in the beginning and at the end of the session 1968-69 in 23 T.E.Is was 257 and 235 students, respectively. Thus only 22 students dropped-out during the session. Thus the average rate of drop-out was 8.6% and it ranged between zero to 41.7%. It was the highest in the State of Gujarat. The enrolment at the beginning and at the end of the academic session 1969-70 in 24 T.E.Is was 290 and 264, respectively. Only 26 students dropped-out during the session. The average rate of drop-out was 9.0%, the range was zero to 21.9%. It was the highest in Madhya Pradesh. The enrolment in the beginning and at the end of the session 1970-71 in 33 institutions was 449 and 420, respectively. Thus, in all, 29 students dropped-out during this year. The average rate of drop-out was 6.5% and it ranged from zero to 18.5%. It was the highest in Karnataka.

The average rate of drop-out increased from 8.6% in 1968-69 to 9.0% in 1969-70 but declined to 6.5% in 1970-71. Thus it can be seen that the average rate of drop-out declined from 1968-69 to 1970-71 by about 24.4%. There was no problem of drop-out in the State of Tamil Nadu during the period of three years under reference. There were no drop-outs in Gujarat and Uttar Pradesh during the years 1969-70 and 1970-71.

Table 3.1
Sanctioned Strength, Applications received and Enrolment during 1968-69.

Sl. No.	State	T.E.s supplying the information	Sanctioned strength	Number of applications received for admission	No. of times the applications were greater than sanctioned strength	Enrolment	Average enrolment	
1.	Andhra Pradesh	5	900	2505	2.8	896	179.2	
2.	Assam	5	535	818	1.5	494	98.8	
3.	Bihar	2	295	1236	4.2	295	147.5	
4.	Gujarat	17	1461	5825	3.9	1499	88.2	
5.	Haryana	3	475	2802	5.9	486	162	
6.	Himachal Pradesh	1	200	1000	5.0	180	180	
7.	Jammu & Kashmir	1	200	801	4.0	200	200	
8.	Kerala	7	870	1572	1.8	880	125.7	
9.	Madhya Pradesh	3	470	889	1.8	480	160	
10.	Maharashtra	16	1605	3038	1.9	1665	104	
11.	Karnataka	14	1419	3299	2.3	1418	101.3	
12.	Orissa	5	593	3201	5.4	574	114.8	
13.	Panjab	10	2050	7467	3.6	2170	217	
14.	Rajasthan	10	1850	4613	2.5	1882	188.2	
15.	Tamil Nadu	16	1594	6006	3.8	1584	99	
16.	Tripura	2	174	174	1.0	165	82.5	
17.	Uttar Pradesh	26	2580	12577	4.9	2935	113	
18.	West Bengal	18	2645	21081	8.0	2791	155	
19.	Union Territories							
	Chandigarh	1	330	1360	4.1	330	330	
	Delhi	Information not available						
	Goa	1	75	102	1.4	75	75	
All India		Total	163	20321	80366	3.9	20999	128.8

Table 3.2
Sanctioned Strength, Applications received and Enrolment during 1969-70

Sl. No.	State	T.E.s. supplying the information	Sanctioned strength	Number of applications received for admission	Number of times the applications were greater than the sanctioned strength	Enrolment	Average enrolment	
1.	Andhra Pradesh	5	900	2211	2.4	916	183.2	
2.	Assam	5	610	918	1.5	680	136.0	
3.	Bihar	2	295	1069	3.6	305	152.5	
4.	Gujarat	21	1857	6120	3.3	1920	91.4	
5.	Haryana	5	825	4921	5.9	838	167.6	
6.	Himachal Pradesh	1	200	980	4.9	180	180.0	
7.	Jammu & Kashmir	1	200	789	3.9	199	199.0	
8.	Kerala	7	870	1787	2.0	870	124.3	
9.	Madhya Pradesh	3	455	1295	2.8	462	154.0	
10.	Maharashtra	19	2063	4456	2.1	2116	111.4	
11.	Karnataka	14	1437	3937	2.7	1406	107.6	
12.	Orissa	5	631	3763	6.0	636	127.2	
13.	Panjab	10	1910	8823	4.6	1988	198.8	
14.	Rajasthan	10	1980	5231	2.7	2082	208.2	
15.	Tamil Nadu	16	1550	8338	5.4	1537	96.1	
16.	Tripura	2	226	226	1.0	225	112.5	
17.	Uttar Pradesh	25	2737	14202	5.3	3196	127.8	
18.	West Bengal	18	2895	18545	6.4	2926	162.5	
19.	Union Territories							
	Chandigarh	1	315	1350	4.3	315	315.0	
	Delhi		Information not available					
	Goa	1	80	99	1.2	76	76.0	
All India		Total	171	22036	89060	4.0	22973	134.3

Table 3.3
Sanctioned Strength, Applications received and Enrolment during 1970-71

Sanctioned Strength, Applications Received and Enrolment								
Sl. No.	State	T.E.s. supplying the information	Sanctioned strength	No. of application received for admission	No. of times the applications were greater than the sanctioned strength	Enrolment	Average enrolment	
1.	Andhra Pradesh	6	1100	3368	3.3	1139	189.8	
2.	Assam	6	760	1059	1.4	826	137.7	
3.	Bihar	2	295	1019	3.4	307	153.5	
4.	Gujarat	19	1905	5598	2.94	1906	100.3	
5.	Haryana	5	800	4305	5.4	811	162.2	
6.	Himachal Pradesh	1	200	970	4.9	180	180.0	
7.	Jammu & Kashmir	1	250	1012	4.0	250	250.0	
8.	Kerala	7	870	1769	2.0	870	124.3	
9.	Madhya Pradesh	3	471	1631	3.5	483	161.0	
10.	Maharashtra	24	2674	5689	2.1	2768	115.3	
11.	Karnataka	14	1539	4690	3.00	1711	122.2	
12.	Orissa	5	631	4313	6.8	401	98.2	
13.	Panjab	10	1810	7328	4.0	1820	182.2	
14.	Rajasthan	10	2020	5054	2.5	2006	200.6	
15.	Tamil Nadu	16	1560	10266	6.2	1557	97.3	
16.	Tripura	2	245	245	1.0	246	123.0	
17.	Uttar Pradesh	26	2975	18474	6.2	3483	134.0	
18.	West Bengal	18	3005	17785	5.9	3077	170.9	
19.	Union Territories							
	Chandigarh	1	265	1121	4.2	263	263.0	
	Delhi		N.A.					
	Goa	1	80	94	1.2	80	80.0	
All India		Total	177	23455	95790	11.1	24274	137.1

Table 3.4
Enrolment and Dropouts during 1968-69

Enrolment and Dropouts during 1955-56							
Sl. No.	State	No. of training colleges supplying the information	Enrolment		No. of dropouts	Dropout percentage	
			Beginning	End			
1.	Andhra Pradesh	5	896	860	36	4.0	
2.	Assam	5	494	449	45	9.1	
3.	Bihar	2	295	293	2	.7	
4.	Gujarat	17	1499	1485	14	1.0	
5.	Haryana	3	486	481	5	1.0	
6.	Himachal Pradesh	1	180	180	—	—	
7.	Jammu & Kashmir	1	200	200	—	—	
8.	Kerala	7	880	857	23	2.6	
9.	Madhya Pradesh	3	470	462	8	1.7	
10.	Maharashtra	16	1665	1624	41	2.4	
11.	Karnataka	14	1418	1378	40	2.8	
12.	Orissa	5	574	557	17	3.0	
13.	Panjab	10	2170	2135	35	1.6	
14.	Rajasthan	10	1882	1853	29	1.5	
15.	Tamil Nadu	16	1584	1559	25	1.6	
16.	Tripura	2	165	165	—	—	
17.	Uttar Pradesh	26	2935	2858	77	2.6	
18.	West Bengal	18	2791	2558	233	8.4	
19.	Union Territories						
	Chandigarh	1	330	320	10	3.0	
	Delhi		N.A.				
	Goa	1	75	75	—	—	
All India		Total	163	20989	20349	640	3.1

Table 3.5
Enrolment and Dropouts during 1969-70

Sl. No.	State	Number of training colleges supplying the information	Enrolment		Number of dropouts	Dropout percentage	
			Beginning	End			
1.	Andhra Pradesh	5	916	895	21	2.3	
2.	Assam	5	680	594	86	12.7	
3.	Bihar	2	305	301	4	1.3	
4.	Gujarat	21	1920	1901	19	1.0	
5.	Haryana	5	838	823	15	1.8	
6.	Himachal Pradesh	1	180	180	—	—	
7.	Jammu & Kashmir	1	199	195	4	2.0	
8.	Kerala	7	870	850	20	2.3	
9.	Madhya Pradesh	3	462	456	6	1.3	
10.	Maharashtra	19	2116	2060	56	2.6	
11.	Karnataka	14	1506	1449	57	3.8	
12.	Orissa	5	636	622	14	2.2	
13.	Punjab	10	1988	1941	47	2.4	
14.	Rajasthan	10	2082	2037	45	2.2	
15.	Tamil Nadu	16	1537	1511	26	1.7	
16.	Tripura	2	226	225	1	0.4	
17.	Uttar Pradesh	25	3196	3134	62	2.0	
18.	West Bengal	18	2926	2652	274	8.6	
19.	Union Territories						
	Chandigarh	1	215	210	5	2.3	
	Delhi		Information not available				
	Goa	1	76	74	2	2.6	
All India		Total	171	22874	22110	764	3.3

Table 3.6
Enrolment and Dropouts during 1970-71

Sl. No.	State	Number of training colleges supplying the information	Enrolment		Number of dropouts	Dropout percentage	
			Beginning	End			
1.	Andhra Pradesh	6	1139	1110	29	2.5	
2.	Assam	6	826	667	159	19.2	
3.	Bihar	2	307	285	22	7.2	
4.	Gujarat	19	1906	1880	26	1.4	
5.	Haryana	5	811	789	22	2.7	
6.	Himachal Pradesh	1	180	180	—	—	
7.	Jammu & Kashmir	1	250	243	7	2.8	
8.	Kerala	7	870	870	—	—	
9.	Madhya Pradesh	3	483	472	11	2.3	
10.	Maharashtra	24	2768	2690	78	2.8	
11.	Karnataka	14	1711	1666	45	2.6	
12.	Orissa	5	491	488	3	.6	
13.	Punjab	10	1820	1765	55	3.0	
14.	Rajasthan	10	2006	1973	33	1.6	
15.	Tamil Nadu	16	1557	1535	22	1.4	
16.	Tripura	2	246	246	—	—	
17.	Uttar Pradesh	26	3483	3436	47	1.3	
18.	West Bengal	18	3077	2794	283	9.2	
19.	Union Territories						
	Chandigarh	1	263	256	7	2.7	
	Delhi		Information not available				
	Goa	1	80	78	2	2.5	
All India		Total	177	24274	23423	851	3.5

Table 3.7
Pass Percentage during 1968-69

Pass Percentage during 1990-91					
Sl. No.	State	Number of training colleges which supplied the information	Number of students who appeared in the examination	Number of students who passed the examination	Pass percentage
1.	Andhra Pradesh	5	850	742	87.3
2.	Assam	4	409	254	62.1
3.	Bihar	2	293	286	97.6
4.	Gujarat	15	1189	1153	96.9
5.	Haryana	2	426	418	98.1
6.	Himachal Pradesh	1	180	180	100.0
7.	Jammu & Kashmir	1	194	186	95.9
8.	Kerala	14	1846	1597	86.5
9.	Madhya Pradesh	8	1052	1038	98.7
10.	Maharashtra	26	2647	2575	97.3
11.	Karnataka	16	1581	1372	86.8
12.	Orissa	6	693	678	97.8
13.	Punjab	10	2073	2021	97.5
14.	Rajasthan	10	1700	1687	99.2
15.	Tamil Nadu	19	1929	1676	86.9
16.	Tripura	2	165	142	86.0
17.	Uttar Pradesh	26	2803	2436	86.9
18.	West Bengal	18	2762	2364	85.6
19.	Union Territories				100.0
	Chandigarh	1	320	320	
	Delhi		Complete information not available		
	Goa	1	74	72	97.3
All India		Total	187	23186	21197
					91.4

Table 3.8
Pass Percentage during 1969-70

Sl. No.	State	Number of training colleges which supplied the information	Number of students who appeared in the examination	Number of students who passed the examination	Pass percentage	
1.	Andhra Pradesh	6	1033	940	91.0	
2.	Assam	5	590	338	57.3	
3.	Bihar	2	317	310	97.8	
4.	Gujarat	19	1595	1548	97.0	
5.	Haryana	3	477	411	86.2	
6.	Himachal Pradesh	1	180	180	100.0	
7.	Jammu & Kashmir	1	175	156	89.1	
8.	Kerala	14	1765	1509	85.5	
9.	Madhya Pradesh	10	1273	1265	99.4	
10.	Maharashtra	30	3374	3253	96.4	
11.	Karnataka	16	1703	1446	84.8	
12.	Orissa	6	747	738	98.8	
13.	Punjab	10	1981	1720	86.8	
14.	Rajasthan	11	1984	1926	97.1	
15.	Tamil Nadu	19	2042	1801	88.2	
16.	Tripura	2	225	211	93.7	
17.	Uttar Pradesh	27	3268	2837	86.5	
18.	West Bengal	20	2988	2693	90.1	
19.	Union Territories					
	Chandigarh	1	310	310	100.0	
	Delhi	1	76	76	100.0	
	Goa					
All India		Total	204	26103	23668	90.7

Table 3.9
Pass Percentage during 1970-71

Sl. No.	State	Number of training colleges which supplied the information	Number of students who appeared in the examination	Number of students who passed the examination	Pass percentage	
1.	Andhra Pradesh	6	1361	1223	89.9	
2.	Assam	5	587	379	66.4	
3.	Bihar	2	302	284	94.0	
4.	Gujarat	19	1766	1732	98.1	
5.	Haryana	3	535	452	84.5	
6.	Himachal Pradesh	1	180	180	100.0	
7.	Jammu & Kashmir	1	238	214	89.9	
8.	Kerala	14	1641	1336	81.4	
9.	Madhya Pradesh	10	1251	1236	98.8	
10.	Maharashtra	38	4144	4008	96.7	
11.	Karnataka	17	2014	1532	76.0	
12.	Orissa	6	745	741	99.4	
13.	Punjab	10	1752	1355	77.3	
14.	Rajasthan	12	1911	1846	96.6	
15.	Tamil Nadu	19	1997	1772	88.7	
16.	Tripura		Complete information not available			
17.	Uttar Pradesh	28	3592	3290	91.6	
18.	West Bengal		Complete information not available			
19.	Union Territories					
	Chandigarh	1	256	255	99.6	
	Delhi					
	Goa	1	78	78	100.0	
All India		Total	193	24350	21913	90.0

CHARACTER OF STUDENT POPULATION

Table 3.10
Number of Candidates admitted to the Institutions by the following Factors in 1968-69

Sl. No.	State	No. of colleges which supplied the information	Deputed by the State Governments		Deputed by schools		Freshers		Other experienced teachers		Any other	
			N	%	N	%	N	%	N	%	N	%
1.	Andhra Pradesh	5	121	14.1	30	3.5	683	79.5	25	2.9	13	2.8
2.	Assam	4	281	60.5	—	—	74	16.0	96	20.7	—	—
3.	Bihar	2	—	—	—	—	164	55.6	131	44.4	—	—
4.	Gujarat	13	17	1.5	87	7.5	234	20.3	817	70.7	—	—
5.	Haryana	1	—	—	—	—	300	100.0	—	—	—	—
6.	Himachal Pradesh	1	94	47.0	5	2.5	101	50.5	—	—	—	—
7.	Jammu & Kashmir	10	350	27.6	48	3.8	798	63.0	50	3.9	20	1.6
8.	Kerala	7	526	56.6	88	9.4	316	34.0	—	—	—	—
9.	Madhya Pradesh	21	73	3.3	584	26.6	522	23.7	1016	46.31	—	—
10.	Maharashtra	18	507	28.7	121	6.3	991	56.0	149	9.0	—	—
11.	Karnataka	3	7	2.6	16	5.9	139	51.1	110	40.4	—	—
12.	Orissa	8	25	1.6	25	1.6	1263	78.2	286	17.9	—	—
13.	Punjab	9	237	13.6	18	1.0	392	22.5	1096	62.9	—	—
14.	Rajasthan	13	4	.3	10	.8	885	71.3	343	27.6	—	—
15.	Tamil Nadu	2	165	100.0	—	—	—	—	—	—	—	—
16.	Tripura	26	77	2.9	92	3.5	1762	67.0	675	25.7	24	.9
17.	Uttar Pradesh	16	213	8.9	1527	63.7	634	26.5	23	.9	—	—
18.	West Bengal	—	—	—	—	—	—	—	—	—	—	—
19.	Union Territory	1	—	—	49	65.33	26	34.67	—	—	—	—
	Goa	—	—	—	—	—	—	—	—	—	—	—
Total		160	2697	13.8%	2700	13.8%	924	47.5%	4817	24.6%	57	0.3%

Table 3.11
Number of Candidates Admitted to the Institutions by the following Factors in 1969-70

Sl. No.	State	No. of colleges which supplied the information	Deputed by the State Governments		Deputed by schools		Freshers		Other experienced teachers		Any other	
			N	%	N	%	N	%	N	%	N	%
1.	Andhra Pradesh	6	284	25.2	42	3.7	673	59.7	128	11.4	—	—
2.	Assam	3	134	41.4	—	—	75	23.1	115	35.5	—	—
3.	Bihar	1	—	—	—	—	89	59.3	61	40.7	—	—
4.	Gujarat	16	19	1.3	103	7.0	362	24.6	991	67.1	—	—
5.	Haryana	2	—	—	—	—	360	100.0	—	—	—	—
6.	Himachal Pradesh	—	Information not available		—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	1	100	50.0	5	2.5	95	47.5	—	—	—	—
8.	Kerala	10	256	20.8	116	9.4	805	65.7	28	2.3	22	1.8
9.	Madhya Pradesh	9	537	44.9	174	14.6	483	40.5	—	—	—	—
10.	Maharashtra	27	219	6.5	1059	32.7	698	21.6	1265	39.2	—	—
11.	Karnataka	17	526	29.9	149	8.5	944	53.7	140	7.9	—	—
12.	Orissa	3	2	.9	—	—	79	38.2	126	60.9	—	—
13.	Punjab	7	20	1.4	15	1.0	1194	81.1	243	16.5	—	—
14.	Rajasthan	9	251	12.8	20	1.0	484	24.6	1210	61.6	—	—
15.	Tamil Nadu	14	9	.6	8	.5	1017	64.7	537	34.2	—	—
16.	Tripura	2	225	100.0	—	—	—	—	—	—	—	—
17.	Uttar Pradesh	27	106	3.8	90	3.3	1830	66.0	722	26.0	26	.9
18.	West Bengal	17	215	7.6	1830	64.8	755	26.7	26	.9	—	—
	Union Territory											
	Goa	1	—	—	51	68.92	23	31.08	—	—	—	—
Total N and %			2903	13.1%	3662	16.5%	9966	44.9%	5592	25.2%	48	.3%

CHARACTER OF STUDENT POPULATION

Table 3.12
Number of Candidates Admitted to the Institutions by the following Factors in 1970-71

Sl. No.	State	No. of colleges which supplied the information	Deputed by the State Governments		Deputed by schools		Freshers		Other experienced teachers		Any other	
			N	%	N	%	N	%	N	%	N	%
1.	Andhra Pradesh	7	363	24.4	11	.7	720	48.4	394	26.5	18	4.7
2.	Assam	3	158	41.4	—	—	118	30.9	88	23.0	—	—
3.	Bihar	1	16	9.7	—	—	85	51.2	65	39.1	—	—
4.	Gujarat	15	18	1.1	98	6.0	386	23.8	1124	69.1	—	—
5.	Haryana	2	—	—	—	—	400	100.0	—	—	—	—
6.	Himachal Pradesh	—	Information not available	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	1	100	40.0	5	2.0	145	58.0	—	—	69	5.6
8.	Kerala	10	200	16.4	122	10.0	807	66.0	24	2.0	—	—
9.	Madhya Pradesh	9	626	54.3	134	11.6	394	34.1	—	—	—	—
10.	Maharashtra	37	861	19.3	1304	29.2	960	21.5	1341	30.0	—	—
11.	Karnataka	17	771	34.2	311	13.8	990	43.9	183	8.1	—	—
12.	Orissa	3	1	.4	—	—	88	35.3	160	64.3	28	2.3
13.	Panjab	7	23	1.9	12	1.0	1046	86.1	106	8.7	—	—
14.	Rajasthan	7	116	7.0	20	1.2	500	30.2	1021	61.6	—	—
15.	Tamil Nadu	14	2	0.1	12	0.8	1043	67.2	494	31.8	—	—
16.	Tripura	2	246	100.0	—	—	—	—	—	—	35	1.2
17.	Uttar Pradesh	28	118	4.2	94	3.3	1843	64.8	752	26.5	—	—
18.	West Bengal	17	212	7.3	1781	61.6	878	30.3	23	.8	—	—
19.	Union Territories	—	Information not available	—	—	—	—	—	—	—	—	—
	Chandigarh	—	—do—	—	48	49.26	33	40.74	—	—	—	—
	Delhi	1	Nil	—	—	—	—	—	—	—	—	—
	Goa	—	—	—	—	—	—	—	—	—	—	—
Total N and %			181	3831	3952	16.4%	10436	43.2%	5775	23.9%	150	.6%

Table 3.13
Subject-wise Out-put during 1968-69

Sl. No.	State	No. of Colleges which supplied the information	Regional Language		Modern Languages		Foreign		Indian		History	Geog.	Economics
			Mother tongue	Any other language	Classical language	English	Any other	Hindi	Any other				
1.	Andhra Pradesh	2	10	—	9	145	—	—	—	143	—	—	—
2.	Assam	4	129	15 (Bengali)	—	106	—	4	—	—	108	79	—
3.	Bihar	2	75	3 (Urdu)	6	19	—	—	—	162	44	18	6
4.	Gujarat	6	154	4	8	19	—	83	—	—	113	65	—
5.	Haryana	—	Information not available		(Marathi)	—	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	—	—do—	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—do—	—	—	—	—	—	—	—	—	—
8.	Kerala	11	192	—	—	629	—	—	—	—	—	—	—
9.	Madhya Pradesh	5	399 (Hindi)	3 (Marathi)	68	92	—	—	—	58	251	12	36
10.	Maharashtra	19	788	39 (Gujarati)	92	399	3 (French)	269	—	22	74	46	80
11.	Karnataka	11	156	19 (Marathi)	4	416	—	43	—	46	483	459	130
12.	Orissa	3	87	—	—	166	—	—	—	9 (Urdu)	120	51	—
13.	Punjab	8	214	—	9	1009	—	170	—	23	139	13	—
14.	Rajasthan	5	383 (Hindi)	—	25	79	—	—	—	1102	—	6	—
15.	Tamil Nadu	13	313 (Tamil)	—	—	772	—	—	—	333	173	66	51
16.	Tripura	2	23	—	—	21	—	3	—	—	385	80	—
17.	Uttar Pradesh	17	—	—	205	257	—	986	—	80	33	7	16
					(Sanskrit)					32	399	303	190
18.	West Bengal	12	950 (Bengali)	—	70	286	—	183	—	623	569	320	243
19.	Union Territory	—	—	—	—	—	—	—	—	—	—	—	—
	Goa	1	—	—	—	36	11 (French)	2	—	—	24	13	—
Total		120	3873	83	494	4351	14	1743	9	2744	2967	1538	752

Table 3.13 (contd.)

Sl. No	State	Civics	Commerce	Physics	Chemistry	Biology	Maths	G. Sc.	Music	Painting	Art & craft	Physical Education
1.	Andhra Pradesh	—	—	201 (Physics, Chemistry & Biology)	—	—	158	—	—	—	—	—
2.	Assam	—	—	12	12	2	36	—	—	—	150	—
3.	Bihar	6	—	70 (Physics & Chemistry)	—	—	74	14	—	—	—	145
4.	Gujarat	—	—	20 (Physics, Chemistry & Biology)	—	—	41	23	—	—	61	—
5.	Haryana	—	—	—	—	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	—	—	—	—	120	240
8.	Kerala	—	—	432 (Physics & Chemistry)	—	198	369	34	—	—	—	162
9.	Madhya Pradesh	294	—	152 (Physics & Chemistry)	—	58	74	21	11	—	—	139
10.	Maharashtra	131	16	134 (Physics & Chemistry)	—	2	429	252	—	—	—	103
11.	Karnataka	—	—	198 (Physics & Chemistry)	—	54	292	113	—	—	—	—
12.	Orissa	—	—	48 (Physics & Chemistry)	—	—	99	42	—	—	178	—
13.	Punjab	—	—	—	—	24	186	292	26	39	223	470
14.	Rajasthan	213	2	1	6	5	13	7	6	—	160	170
15.	Tamil Nadu	—	—	397 (Physics & Chemistry)	—	282	—	38	—	—	637	514
16.	Tripura	17	7	9	6	4	7	—	—	—	—	—
17.	Uttar Pradesh	368	19	106	108	109	344	224	23	4	113	158
18.	West Bengal	—	—	87	70	33	253	34	23	—	190	279
19.	Union Territories	—	—	—	Information not available	—	—	—	—	—	—	—
	Chandigarh	—	—	—	—do—	—	—	—	—	—	—	—
	Delhi	—	—	—	—	—	—	—	—	—	—	—
	Goa	—	—	—	—	—	31	34	—	—	—	—
Total		1029	44	2057 (Physics & Chemistry both)	771	2406	1128	89	43	1832	2380	

Table 3.13 (contd.)

Sl. No.	State	Agriculture	Primary & Infant School subjects	Elementary	K.G.	Natural Science	Wood craft	Weaving	Home Science	Clay Work	Logic
1.	Andhra Pradesh	—	—	—	—	—	—	—	—	—	—
2.	Assam	—	4	—	—	—	—	—	—	—	—
3.	Bihar	—	17	68	—	—	—	—	—	—	—
4.	Gujarat	—	—	—	—	—	—	—	—	—	—
5.	Haryana	4	—	—	29	—	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	—	—	—	—	—
8.	Kerala	—	—	—	—	—	—	—	—	—	—
9.	Madhya Pradesh	17	—	—	—	—	—	—	—	—	—
10.	Maharashtra	—	—	—	—	—	25	23	11	6	—
11.	Karnataka	—	—	—	—	—	—	—	4	—	—
12.	Orissa	—	—	—	—	—	—	—	12	—	—
13.	Punjab	436	—	—	—	—	—	—	—	—	—
14.	Rajasthan	—	—	—	—	—	—	—	—	—	—
15.	Tamil Nadu	—	17	—	—	—	—	—	12	—	—
16.	Tripura	—	—	—	—	116	—	—	15	—	—
17.	Uttar Pradesh	7	—	6	—	—	—	—	—	—	—
18.	West Bengal	59	—	—	—	—	16	16	78	—	—
19.	Union Territories	—	—	—	21	—	—	—	—	—	17
	Chandigarh	—	—	Information not available	—	—	—	—	—	—	—
	Delhi	—	—	do	—	—	—	—	—	—	—
	Goa	—	—	do	—	—	—	—	—	—	—
Total		523	38	74	50	116	41	39	132	6	17

Table 3.14

Subject-Wise Output during 1969-70

Sl. No.	State	No. of colleges supplying the information	Regional Language		Classical language	Modern Language			Indian		Social studies	History	Geog.
			Mother tongue	Any other		English	Foreign	Any other	Hindi	Any other			
1.	Andhra Pradesh	3	90	—	—	208	—	—	19	—	276	—	—
2.	Assam	3	130	9 (Bengali)	13	62	—	—	7	—	—	79	76
3.	Bihar	2	34	—	11	6	—	—	—	2 (Urdu)	145	54	19
4.	Gujarat	6	114	—	13	6	—	—	46	—	—	78	50
5.	Haryana	1	—	—	—	87	—	—	23	—	100	—	—
6.	Himachal Pradesh	—	—	—	Information not available	—	—	—	—	—	—	—	—
7.	Jammu and Kashmir	—	—	—	do	—	—	—	—	—	—	—	—
8.	Kerala	11	193	—	—	658	—	—	—	—	78	262	29
9.	Madhya Pradesh	7	507	6 (Marathi)	61	76	—	—	—	—	12	85	57
10.	Maharashtra	20	982	80 (Gujarati)	113	504	2 (French)	336	—	—	35	336	605
11.	Karnataka	11	208	12 (Marathi)	2	511	—	—	35	8 (Urdu)	160	201	64
12.	Orissa	3	115	—	—	171	—	—	—	—	7	152	25
13.	Punjab	8	206	—	14	782	—	—	182	—	1010	7	5
14.	Rajasthan	5	367	—	32	84	—	—	—	—	429	182	83
15.	Tamil Nadu	13	369	—	—	785	—	—	—	—	—	393	84
16.	Tripura	2	43	—	—	28	—	—	7	—	137	49	9
17.	Uttar Pradesh	18	—	—	278 (Sanskrit)	304	—	—	1157	—	32	414	351
18.	West Bengal	14	1133	—	87	378	—	—	72	—	525	695	378
19.	Union Territory												
	Goa	1	3	—	—	51	9	—	6	—	26	16	—
Total		127	4494	107	623	4701	11	1890	10	2972	3003	1835	

Table 3.14 (contd.)

Sl. No.	State	Economics	Civics	Commerce	Physics	Chemistry	Biology	Maths.	G. Sc.	Musie	Painting
1.	Andhra Pradesh	—	—	—	57	87	89	169	—	—	—
2.	Assam	—	—	—	10	10	—	23	—	—	—
3.	Bihar	15	—	—	63	—	—	96	38	—	—
4.	Gujarat	(Both Civics & Economics)				(Physics & Chemistry both)	—	—	—	—	—
5.	Haryana	—	—	—	—	—	—	39	35	—	—
6.	Himachal Pradesh	—	—	—	—	—	—	45	43	—	—
7.	Jammu & Kashmir	—	—	—	—	N.A.	—	—	—	—	—
8.	Kerala	37	—	—	389	N.A.	—	—	—	—	—
9.	Madhya Pradesh	70	354	—	(Physics & Chemistry)	—	181	333	35	—	—
10.	Maharashtra	119	139	12	198	(Physics & Chemistry)	105	101	18	14	—
11.	Karnataka	—	—	—	152	(Physics & Chemistry)	3	350	400	—	—
12.	Orissa	—	—	—	277	(Physics & Chemistry)	78	360	113	—	—
13.	Punjab	55	—	—	56	(Physics & Chemistry)	—	125	67	—	—
14.	Rajasthan	49	200	14	80	(Physics & Chemistry)	—	196	348	13	47
15.	Tamil Nadu	—	—	—	9	11	19	34	37	9	—
16.	Tripura	37	37	36	440	(Physics & Chemistry)	297	466	26	—	—
17.	Uttar Pradesh	246	424	29	14	11	11	—	—	—	—
18.	West Bengal	255	—	—	122	124	120	385	285	45	3
19.	Union Territories	—	—	—	81	60	29	356	52	12	—
	Chandigarh	Information not available									
	Delhi	—do—									
	Goa	—	—	—	—	—	—	20	17	—	—
Total		883	1154	91	2286	(Physics & Chem. both)	932	3098	1514		

Table 3.14 (contd.)

S. No.	State	Art & Craft	Physical Education	Agri-culture	Primary & Infant School Subjects	Ele. Edu.	K. G.	Home Science	Natural Science	Wood Craft	Weaving
1.	Andhra Pradesh	—	—	—	—	—	—	—	—	—	—
2.	Assam	150	—	—	32	—	—	—	—	—	—
3.	Bihar	—	155	—	21	85	—	—	—	—	—
4.	Gujarat	73	—	4	—	—	29	—	—	—	—
5.	Haryana	150	—	150	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	—	—	—	—	—
8.	Kerala	120	120	—	—	—	—	1	137	—	—
9.	Madhya Pradesh	—	162	16	—	—	—	34	—	15	22
10.	Maharashtra	—	194	—	—	—	—	10	—	—	—
11.	Karnataka	—	105	—	—	—	—	—	—	—	—
12.	Orissa	226	—	—	—	—	—	—	—	—	—
13.	Panjab	285	448	169	—	—	—	—	—	—	—
14.	Rajasthan	145	152	—	28	11	—	16	—	—	—
15.	Tamil Nadu	802	702	—	—	—	—	17	129	—	—
16.	Tripura	—	—	—	—	—	—	—	—	—	—
17.	Uttar Pradesh	153	125	12	—	—	—	142	—	—	—
18.	West Bengal	201	267	67	194	—	—	—	—	17	15
19.	Union Territories	—	—	—	—	—	—	—	—	—	—
	Chandigarh	—	—	Information not available	—	—	—	—	—	—	—
	Delhi	—	—	—	40	—	—	—	—	—	—
	Goa	—	—	—	—	—	—	—	—	—	—
Total		2305	2430	418	275	96	29	220	266	32	37

Table 3.14 (contd.)

<i>Sl. No.</i>	<i>State</i>	<i>Clay Work</i>	<i>Logic</i>	<i>Pre-basic & Junior School subjects</i>	<i>Basic Education</i>
1.	Andhra Pradesh	—	—	—	—
2.	Assam	—	—	—	—
3.	Bihar	—	—	—	—
4.	Gujarat	—	—	—	—
5.	Haryana	—	—	—	—
6.	Himachal Pradesh	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—
8.	Kerala	—	—	—	—
9.	Madhya Pradesh	21	—	—	—
10.	Maharashtra	—	—	—	—
11.	Karnataka	—	—	—	—
12.	Orissa	—	—	—	—
13.	Panjab	—	—	—	—
14.	Rajasthan	—	—	—	—
15.	Tamil Nadu	—	—	—	40
16.	Tripura	—	—	—	—
17.	Uttar Pradesh	—	—	—	—
18.	West Bengal	—	22	12	—
19.	Union Territory, Goa	—	—	—	—
All India		21	22	12	40

Table 3.15
Subject-wise Output during 1970-71

Sl. No.	State	Number of colleges which supplied the information	Mother Tongue	Any other	Foreign			Indian		Social Studies	History	Geography
					Classical language	English	Any other	Hindi	Any other			
1.	Andhra Pradesh	2	153	—	—	267	—	28	—	290	—	—
2.	Assam	3	97	65 (Bengali)	7	81	—	2	—	—	115	76
3.	Bihar	2	34 (Hindi)	—	10	11	—	—	2 (Urdu)	146	55	15
4.	Gujarat	8	146	—	9	14	—	70	—	—	98	73
5.	Haryana	—	—	—	Information not available			—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—do—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—do—	—	—	—	—	—	—
8.	Kerala	11	191	—	—	625	—	—	—	72	267	32
9.	Madhya Pradesh	7	389 (Hindi)	—	57	74	—	—	—	—	107	64
10.	Maharashtra	27	1148	113 (Gujarati)	110	577	1 (French)	520	19 (Urdu)	33	816	733
11.	Karnataka	12	251	22 (Marathi)	1	496	—	32	7 (Urdu)	135	262	59
12.	Orissa	3	105	—	—	231	—	—	—	5	137	41
13.	Panjab	8	188	—	11	598	—	181	—	833	12	4
14.	Rajasthan	5	352 (Hindi)	—	20	77	—	—	—	304	133	73
15.	Tamil Nadu	12	285 (Tamil)	—	—	781	—	—	—	—	319	81
16.	Tripura	2	32	—	9	33	—	2	—	119	48	17
17.	Uttar Pradesh	19	—	—	329 (Sanskrit)	314	—	1183 (M. Tongue)	—	32	478	343
18.	West Bengal	12	1105 (Bengali)	—	76	369	—	75	—	351	611	298
19.	Union Territory of Goa	1	5	—	—	45	10	9	—	—	30	8
Total		134	4481	200	639	4593	11	2102	28	2320	3488	1917

Table 3.15 (contd.)

Sl. No.	State	Economics	Civics	Commerce	Physics	Chemistry	Biology	Maths.	General Science	Music	Painting
1.	Andhra Pradesh	—	—	—	81	81	83	107	—	—	—
2.	Assam	—	—	—	10	10	—	30	—	—	—
3.	Bihar	25	—	—	54	—	—	95	42	—	—
4.	Gujarat	(Economics and Civics Both)	—	(Physics & Chemistry)	22	—	—	49	34	—	—
5.	Haryana	—	—	(Physics, Chemistry & Biology)	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	N.A.	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	N.A.	—	—	—	—	—	—	—	—
8.	Kerala	28	—	—	382	—	180	359	24	—	—
9.	Madhya Pradesh	67	353	—	(Physics & Chemistry)	—	89	118	21	8	—
10.	Maharashtra	129	93	9	(Physics & Chemistry)	—	9	561	578	—	—
11.	Karnataka	—	—	—	(Physics & Chemistry)	—	148	430	125	—	—
12.	Orissa	—	—	—	334	—	—	—	—	—	—
13.	Punjab	33	—	—	(Physics & Chemistry)	—	—	114	68	—	—
14.	Rajasthan	100	218	—	45	—	—	214	370	15	203
15.	Tamil Nadu	—	—	—	(Physics & Chemistry)	—	—	32	54	2	—
16.	Tripura	60	60	38	8	21	48	475	30	—	—
17.	Uttar Pradesh	283	479	14	372	—	256	—	—	—	—
18.	West Bengal	339	—	17*	(Physics & Chemistry)	17	11	21	—	—	—
19.	Union Territories	—	—	—	158	158	140	435	306	52	3
	Chandigarh	—	—	—	81	63	27	347	88	6	—
	Delhi	—	—	—	N.A.	—	—	—	—	—	—
	Goa	—	—	—	N.A.	—	—	27	28	—	—
Total		1064	1203	78	2502	350	991	3434	1768	83	206
		(Physics and Chemistry Both)									

* in one college only.

N.A. stands for information not available.

CHARACTER OF STUDENT POPULATION

Table 3.15 (contd.)

Sl. No.	State	Art & Crafts	Physical Education	Agriculture	Primary & Infant School Subjects	Elementary Education	K.G.	Natural Science	Statistics	Home Science	Weaving
1.	Andhra Pradesh	—	—	—	—	—	—	—	—	—	—
2.	Assam	171	—	—	46	—	—	—	—	—	—
3.	Bihar	—	157	—	19	62	—	—	—	—	—
4.	Gujarat	68	—	45	—	—	28	—	—	—	—
5.	Haryana	—	—	—	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	—	—	—	—	—
8.	Kerala	120	240	—	—	—	—	136	2	8	22
9.	Madhya Pradesh	—	152	15	—	—	—	—	—	4	—
10.	Maharashtra	—	109	—	—	—	—	—	—	—	—
11.	Karnataka	—	117	—	—	—	—	—	—	25	—
12.	Orissa	234	—	—	—	—	—	—	—	—	—
13.	Punjab	275	400	177	—	—	—	—	—	—	—
14.	Rajasthan	—	29	—	30	15	—	—	—	—	—
15.	Tamil Nadu	776	666	36 (Gardening)	—	—	—	144	—	15	—
16.	Tripura	—	—	—	—	—	—	—	—	—	—
17.	Uttar Pradesh	159	197	17	—	—	—	—	—	205	—
18.	West Bengal	174	150	36 (Gardening)	91	—	—	—	—	—	13
Total		1977	2217	326	186	77	28	250	2	257	35

Table 3.15 (contd.)

Sl. No.	State	Clay work	Rural Education	Educational & Vocational Guidance	Audio-Visual Education	Child Guidance	Logic & Basic Edu.
1.	Andhra Pradesh	—	—	—	—	—	—
2.	Assam	—	—	—	—	—	—
3.	Bihar	—	—	—	—	—	—
4.	Gujarat	—	—	—	—	—	—
5.	Haryana	—	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	—
8.	Kerala	—	—	—	—	—	—
9.	Madhya Pradesh	8	—	—	—	—	—
10.	Maharashtra	—	297	265	42	46	—
11.	Karnataka	—	—	—	—	—	—
12.	Orissa	—	—	—	—	—	—
13.	Panjab	—	—	—	—	—	—
14.	Rajasthan	—	—	—	—	—	—
15.	Tamil Nadu	—	—	—	—	—	27
16.	Tripura	—	—	—	—	—	(Basic Edu.)
17.	Uttar Pradesh	—	—	—	—	—	—
18.	West Bengal	—	—	—	—	—	—
19.	Union Territory Goa	—	—	—	—	—	44 Logic
All India		8	297	265	42	46	44 (Logic) +27 (Basic, Edu.)

Table 3.16
Output of Teachers and Their Achievement Level : 1968-69

Sl. No.	State	Number of training colleges which supplied the information	Distinction		First Division	
			Theory	Practice of Teaching	Theory	Practice of Teaching
1.	Andhra Pradesh	4	—	—	12	41
2.	Assam	3	5 (T. & P. combined)		4 (T. & P. combined)	
3.	Bihar	2				
4.	Gujarat	14	2	13	71 (T. & P. combined)	16
5.	Haryana	1	34 (T & P. combined)		139 (T. & P. combined)	
6.	Himachal Pradesh	—				
7.	Jammu & Kashmir	—	12	25	55	140
8.	Kerala	13	Information is not available			
9.	Madhya Pradesh	7	—do—			
10.	Maharashtra	20	2	2	22	32
11.	Karnataka	14	7 (T. & P. combined)	7	40	115
12.	Panjab	8	5 (T. & P. combined)	—	283 (T. & P. combined)	158
13.	Rajasthan	10	Information is not available		139 (T. & P. combined)	
14.	Tamil Nadu	15				
15.	Tripura	2	—	17	195	40
16.	Uttar Pradesh	23	—	—	801 (T. & P. combined)	217
17.	West Bengal	17	—	—	14	157
18.	Union Territories	—	—	—	10 (T. & P. combined)	—
19.	Chandigarh	—	—	—	11	242
20.	Delhi	—	—	—	157 (T. & P. combined)	—
21.	Goa	1	Information is not available			
			—do—			
All India		154	16	64	410	1288
			(T. & P. combined 51)		(T. & P. combined 1612)	

T stands for Theory

P stands for Practice of Teaching

Table 3.16 (contd.)

Sl. No.	State	Second Division		Third Division	
		Theory	Practice of Teaching	Theory	Practice of Teaching
1.	Andhra Pradesh	165	568	477	127
2.	Assam	35	103 (T. & P. combined)	—	—
3.	Bihar	—	88	—	—
4.	Gujarat	294	215 (T. & P. combined)	162	93
5.	Haryana	235	267	2	210 (T. & P. combined)
6.	Himachal Pradesh	—	148	—	4
7.	Jammu & Kashmir	—	Information is not available	—	—
8.	Kerala	79	597	1177	845
9.	Madhya Pradesh	644	752	193	66
10.	Maharashtra	273	261	175	62
11.	Karnataka	—	1301 (T. & P. combined)	284 (T. & P. combined)	—
12.	Orissa	—	829 (T. & P. combined)	778 (T. & P. combined)	—
13.	Panjab	128	Information is not available	52	44
14.	Rajasthan	883	291	795	27 (T. & P. combined)
15.	Tamil Nadu	1146	565 (T. & P. combined)	182	95
16.	Tripura	—	1364	—	177
17.	Uttar Pradesh	650	1175	1791	525
18.	West Bengal	—	132 (T. & P. combined)	—	11 (T. & P. combined)
19.	Union Territories	—	1815	—	—
	Chandigarh	—	Information is not available	—	—
	Delhi	—	—do—	—	—
	Goa	40 (T. & P. combined)	—	23 (T. & P. combined)	—
All India		4532	7326	5006	2038
		(T. & P. combined 5619)		(T. & P. combined 1333)	

Table 3.17

Output of Teachers and Their Achievement Level : 1969-70

Sl. No.	State	Number of colleges which supplied the information	Distinction		First Division	
			Theory	Practice of Teaching	Theory	Practice of Teaching
1.	Andhra Pradesh	4	—	—	—	22
2.	Assam	2]	6 (T & P. combined)	—	6 (T & P. combined)	—
3.	Bihar	3]	—	—	7	38
4.	Gujarat	2]	6	14	89 (T & P. combined)	65
5.	Haryana	16	11 (T & P. combined)	37	73 (T & P. combined)	138
6.	Himachal Pradesh	2	15	—	78	—
7.	Jammu & Kashmir	—	—	Information is not available	—	—
8.	Kerala	12	—	—do—	—	32
9.	Madhya Pradesh	9	—	—	37	168
10.	Maharashtra	5]	6	42	44	206
11.	Karnataka	23]	12 (T & P. combined)	—	401 (T & P. combined)	—
12.	Orissa	14	9 (T & P. combined)	—	182 (T & P. combined)	—
13.	Panjab	2]	—	—	Information is not available	—
14.	Rajasthan	6]	—	—	58	60
15.	Tamil Nadu	10	—	—	466 (T & P. combined)	—
16.	Tripura	15	—	24	22	267
17.	Uttar Pradesh	2	—	—	12	150
18.	West Bengal	23	—	—	17 (T & P. combined)	—
19.	Union Territories	19	—	—	22	228
	Chandigarh	—	—	—	263 (T & P. combined)	—
	Delhi	—	—	Information is not available	—	—
	Goa	1	3 (T & P. combined)	—do—	15 (T & P. combined)	—
All India		170	27	177	318	1374
		(T & P. combined 41)		(T. & P. combined 1512)		—

Table 3.17 (contd.)

Sl. No.	State	Second Division		Third Division	
		Theory	Practice of Teaching	Theory	Practice of Teaching
1.	Andhra Pradesh	72	591	636	155
2.	Assam	134 (T & P. combined)	300	—	—
3.	Bihar	163	224 (T & P. combined)	—	—
4.	Gujarat	274	280	320	165
5.	Haryana	590 (T & P. combined)	149	357 (T & P. combined)	3
6.	Himachal Pradesh	117	Information is not available	95	—
7.	Jammu & Kashmir	—	—do—	—	—
8.	Kerala	55	509	1047	857
9.	Madhya Pradesh	713	864	368	117
10.	Maharashtra	327	295	263	97
11.	Karnataka	1502 (T & P. combined)	426 (T & P. combined)	—	—
12.	Orissa	1007 (T & P. combined)	661 (T & P. combined)	—	—
13.	Punjab	200	Information is not available	21	4
14.	Rajasthan	610 (T & P. combined)	248	—	—
15.	Tamil Nadu	918	1402	765	156
16.	Tripura	1133	1215	337	265
17.	Uttar Pradesh	194 (T & P. combined)	—	—	—
18.	West Bengal	790	1943	1889	649
19.	Union Territories	2342 (T & P. combined)	5 (T & P. combined)	—	—
	Chandigarh	—	Information is not available	—	—
	Delhi	—	—do—	—	—
	Goa	47 (T & P. combined)	—	11 (T & P. combined)	—
All India		4762	7796	5741	2468
		(T & P. combined 6650)		(T & P. combined 1460)	

Table 3.18
Output of Teachers and Their Achievement Level 1970-71

Sl. No.	State	No. of colleges which supplied the information	Distinction		First Division	
			Theory	Practice of Teaching	Theory	Practice of Teaching
1.	Andhra Pradesh	5	1	1	1	114
2.	Assam	4	—	—	7	42
3.	Bihar	2	4 (T & P. combined)	—	4 (T & P. combined)	—
4.	Gujarat	16	5	26	86 (T & P. combined)	186
5.	Haryana	2	28 (T & P. combined)	28	124 (T & P. combined)	148
6.	Himachal Pradesh	—	Information is not available	—	—	—
7.	Jammu & Kashmir	—	—do—	—	—	—
8.	Kerala	11	—	—	6	34
9.	Madhya Pradesh	9	—	—	27	165
10.	Maharashtra	5]	4	12	89	186
11.	Karnataka	29]	15 (T & P. combined)	—	514 (T & P. combined)	—
12.	Orissa	14	11 (T & P. combined)	—	178 (T & P. combined)	—
13.	Punjab	2	Information is not available	—	—	73
14.	Rajasthan	10	—	37	207 (T & P. combined)	—
15.	Tamil Nadu	15	—	—	14	202
16.	Tripura	—	Information is not available	—	18	146
17.	Uttar Pradesh	24	—	—	14	287
18.	West Bengal	—	Information is not available	—	—	—
19.	Union Territories	—	Information is not available	—	—	—
	Chandigarh	—	—do—	—	—	—
	Delhi	—	—do—	—	—	—
	Goa	1	2 (T & P. combined)	—	15 (T & P. combined)	—
All India		149	10	104	237	1583
		(T & P. combined 60)		(T & P. combined 1128)		—

Table 3.18 (contd.)

Sl. No.	State	Second Division		Third Division	
		Theory	Practice of Teaching	Theory	Practice of Teaching
1.	Andhra Pradesh	221	597	931	469
2.	Assam	171	272	—	—
3.	Bihar	155 (T & P. combined)	—	—	—
4.	Gujarat	188 (T & P. combined)	385	294	170
5.	Haryana	408	548 (T & P. combined)	297 (T & P. combined)	6
6.	Himachal Pradesh	143	184	195	—
7.	Jammu & Kashmir	—	Information not available	—	—
8.	Kerala	228	505	883	713
9.	Madhya Pradesh	707	853	303	713
10.	Maharashtra	365	338	124	56
11.	Karnataka	2021 (T & P. combined)	—	479 (T & P. combined)	—
12.	Orissa	1043 (T & P. combined)	—	769 (T & P. combined)	—
13.	Panjab	129	199	137	23
14.	Rajasthan	537 (T & P. combined)	—	150 (T & P. combined)	—
15.	Tamil Nadu	1105	1366	753	180
16.	Tripura	1141	1243	267	197
17.	Uttar Pradesh	989	2257	2075	688
18.	West Bengal	—	Information not available	—	—
19.	Union Territories	—	Information not available	—	—
	Chandigarh	—	Information not available	—	—
	Delhi	—	Information not available	—	—
	Goa	49 (T & P. combined)	—	12 (T & P. combined)	—
All India		5607	8199	5962	2605
		(T & P. combined) 4541		(T & P. combined) 1707	

Table 3.19

Educational Background of the Students Admitted to B.Ed. Course in 1968-69 with M.A./M.Sc.

Sl. No.	State	Number of colleges which supplied the information	Distinction	1st Division	2nd Division	3rd Division
		N	N	N	N	N
1.	Andhra Pradesh	3	—	1	19	11
2.	Assam	1	—	—	2	1
3.	Bihar	1	—	—	15	4
4.	Gujarat	10	—	—	32	16
5.	Haryana	—	—	Information not available	—	—
6.	Himachal Pradesh	—	—	Information not available	—	—
7.	Jammu & Kashmir	—	—	Information not available	—	—
8.	Kerala	9	—	—	24	108
9.	Madhya Pradesh	3	—	3	84	165
10.	Maharashtra	14	—	7	45	58
11.	Karnataka	6	—	—	3	21
12.	Orissa	2	—	—	8	5
13.	Panjab	7	—	—	18	69
14.	Rajasthan	8	1	3	154	225
15.	Tamil Nadu	7	—	1	10	2
16.	Tripura	1	—	—	14	—
17.	Uttar Pradesh	9	—	6	126	155
18.	West Bengal	7	—	2	154	3
19.	Union Territories	—	—	—	—	—
	Chandigarh	—	—	Information not available	—	—
	Delhi	—	—	Information not available	—	—
	Goa	—	—	1	—	3
All India		N	1	24	710	846
		%	(.1%)	(1.5%)	(44.9%)	(53.5%)

Table 3.19 (contd.)

Division Obtained by Post-Graduates at Graduation

Sl. No.	State	Number of colleges which supplied the information N	Distinction N	1st Division N	2nd Division N	3rd Division N
1.	Andhra Pradesh	3	—	8	12	10
2.	Assam	1	—	—	—	3
3.	Bihar	1	—	6	10	—
4.	Gujarat	5	—	9	14	6
5.	Haryana			Information not available		
6.	Himachal Pradesh			Information not available		
7.	Jammu & Kashmir			—do—		
8.	Kerala			—do—		
9.	Madhya Pradesh	2	—	3	48	46
10.	Maharashtra	9	—	12	56	32
11.	Karnataka	1	—	—	1	2
12.	Orissa	2	2	—	18	—
13.	Punjab	6	—	27	24	34
14.	Rajasthan	8	—	—	88	383
15.	Tamil Nadu	5	2	3	—	7
16.	Tripura	1	1	—	13	—
17.	Uttar Pradesh	7	—	2	97	132
18.	West Bengal	4	—	—	22	35
19.	Union Territories					
	Chandigarh			Information not available		
	Delhi			Information not available		
	Goa	1	—	—	2	2
All India		N %	56 (.4%)	70 (6.0%)	405 (34.6%)	692 (59.0%)

Table 3.19 (contd.)

Students Admitted with B.A./B.Sc Qualification

Sl. No.	State	Number of colleges supplying the information N	Distinction N	1st Division N	2nd Division N	3rd Division N
1.	Andhra Pradesh	2	1	32	147	121
2.	Assam	1	—	—	2	78
3.	Bihar			Information not available		
4.	Gujarat	8	—	42	279	214
5.	Haryana			Information not available		
6.	Himachal Pradesh			Information not available		
7.	Jammu & Kashmir			Information not available		
8.	Kerala	7	—	54	203	459
9.	Madhya Pradesh	1	—	—	6	14
10.	Maharashtra	14	—	14	362	916
11.	Karnataka	6	—	5	45	447
12.	Orissa			Information not available		
13.	Punjab	6	—	14	324	862
14.	Rajasthan	8	—	2	263	924
15.	Tamil Nadu	11	—	79	250	531
16.	Tripura	1	1	—	64	35
17.	Uttar Pradesh	10	—	21	296	379
18.	West Bengal	6	20	111	71	610
19.	Union Territories					
	Goa	1	—	1	19	51
All India		N %	82 (.3%)	387 (4.6%)	2331 (27.8%)	5641 (67.3%)

Table 3.20
Educational Background of the Students Admitted to B.Ed. Courses in 1969-70
with M. A./M.Sc. Qualification

Sl. No.	State	Number of colleges supplying the information N	Distinction N	1st Division N	2nd Division N	3rd Division N
1.	Andhra Pradesh	2	—	8	7	—
2.	Assam	1	—	5	1	—
3.	Bihar	1	—	—	17	—
4.	Gujarat	11	—	1	65	53
5.	Haryana			Information not available		
6.	Himachal Pradesh			Information not available		
7.	Jammu & Kashmir			Information not available		
8.	Kerala	9	—	—	32	118
9.	Madhya Pradesh	4	—	4	125	154
10.	Maharashtra	15	—	5	49	85
11.	Karnataka	6	—	—	8	24
12.	Orissa	2	—	—	16	6
13.	Punjab	7	—	5	27	87
14.	Rajasthan	10	—	11	201	222
15.	Tamil Nadu	7	—	2	26	3
16.	Tripura	1	—	—	—	—
17.	Uttar Pradesh	9	—	6	182	161
18.	West Bengal	7	—	3	164	5
19.	Union Territories			Information not available		
	Chandigarh			—do—	—	—
	Delhi			—	—	—
	Goa	—	—	—	—	—
All India		N %	92	50 (2.7%)	920 (48.7%)	918 (48.6%)

Table 3.20 (contd.)
Division Obtained by Post-Graduates at Graduation

Sl. No.	State	Number of colleges which supplied the information N	Distinction N	1st Division N	2nd Division N	3rd Division N
1.	Andhra Pradesh	2	—	2	5	8
2.	Assam	1	—	—	—	6
3.	Bihar	1	—	8	9	—
4.	Gujarat	7	—	23	75	23
5.	Haryana			Information not available		
6.	Himachal Pradesh			Information not available		
7.	Jammu & Kashmir			Information not available		
8.	Kerala			Information not available		
9.	Madhya Pradesh	3	—	6	61	72
10.	Maharashtra	11	—	2	30	41
11.	Karnataka	1	—	—	2	2
12.	Orissa	2	17	—	30	—
13.	Panjab	6	—	24	35	44
14.	Rajasthan	10	—	2	122	308
15.	Tamil Nadu	5	—	2	4	18
16.	Tripura	1	3	—	21	—
17.	Uttar Pradesh	7	—	4	139	125
18.	West Bengal	4	3	1	39	37
19.	Union Territories			Information not available		
	Chandigarh			Information not available		
	Delhi			—	2	—
	Goa	1	—	—	—	—
All India		N %	62 (1.7%)	74 (5.4%)	574 (42.4%)	684 (50.5%)

Table 3.20 (contd.)
Students Admitted with B.A./B.Sc. Qualification

Sl. No.	State	Number of colleges supplying the information	Distinction	1st Division	2nd Division	3rd Division
1.	Andhra Pradesh	N	N	N	N	N
2.	Assam	1	—	39	101	121
3.	Bihar	1	—	—	4	87
4.	Gujarat	9	1	Information not available	—	—
5.	Haryana	—	—	86	414	290
6.	Himachal Pradesh	—	—	Information not available	—	—
7.	Jammu & Kashmir	—	—	Information not available	—	—
8.	Kerala	7	—	Information not available	—	—
9.	Madhya Pradesh	2	—	58	255	518
10.	Maharashtra	15	—	—	35	55
11.	Karnataka	6	—	13	544	1037
12.	Orissa	—	—	9	74	493
13.	Punjab	6	—	Information not available	—	—
14.	Rajasthan	8	—	14	266	763
15.	Tamil Nadu	11	—	8	335	935
16.	Tripura	1	1	154	310	727
17.	Uttar Pradesh	10	3	—	52	27
18.	West Bengal	6	—	22	333	375
19.	Union Territories	—	24	106	93	597
	Chandigarh	—	—	—	—	—
	Delhi	—	—	Information not available	—	—
	Goa	1	—	Information not available	—	—
	All India	N %	84	29 (3.3%)	509 (5.4%)	2839 (30.0%)
						6074 (64.3%)

Table 3.21
Educational Background of the Students Admitted to B.Ed. Course in 1970-71 with M.A./M.Sc. Qualification

Sl. No.	State	Number of colleges supplying the information	Distinction	1st Division	2nd Division	3rd Division
1.	Andhra Pradesh	N	N	N	N	N
2.	Assam	3	—	2	14	15
3.	Bihar	1	—	—	6	—
4.	Gujarat	13	—	—	17	—
5.	Haryana	—	—	—	110	73
6.	Himachal Pradesh	—	—	Information not available	—	—
7.	Jammu & Kashmir	—	—	Information not available	—	—
8.	Kerala	9	—	Information not available	—	—
9.	Madhya Pradesh	4	—	4	34	135
10.	Maharashtra	24	—	—	130	169
11.	Karnataka	6	—	4	81	158
12.	Orissa	2	—	—	14	31
13.	Punjab	7	—	—	21	9
14.	Rajasthan	8	—	—	42	89
15.	Tamil Nadu	7	—	14	179	208
16.	Tripura	1	—	1	8	2
17.	Uttar Pradesh	12	—	6	16	—
18.	West Bengal	7	—	11	250	218
19.	Union Territories	—	—	6	163	3
	Chandigarh	—	—	—	—	—
	Delhi	—	—	Information not available	—	—
	Goa	1	—	Information not available	—	—
	All India	N %	106	50 (2.2%)	1088 (48.3%)	1113 (49.5%)

Table 3.21 (contd.)
Division Obtained by Post-Graduates at Graduation

Sl. No.	State	Number of colleges supplying the information N	Distinction N	1st Division N	2nd Division N	3rd Division N
1.	Andhra Pradesh	1	—	1	1	6
2.	Assam	1	—	—	—	6
3.	Bihar	1	—	6	4	—
4.	Gujarat	7	—	51	82	70
5.	Haryana	—	—	Information not available		
6.	Himachal Pradesh	—	—	Information not available		
7.	Jammu & Kashmir	—	—	Information not available		
8.	Kerala	—	—	Information not available		
9.	Madhya Pradesh	4	—	1	65	100
10.	Maharashtra	18	—	6	57	52
11.	Karnataka	1	—	—	4	2
12.	Orissa	2	8	3	38	9
13.	Panjab	6	—	23	47	56
14.	Rajasthan	8	—	—	146	253
15.	Tamil Nadu	5	1	4	4	6
16.	Tripura	1	3	—	19	—
17.	Uttar Pradesh	9	—	5	186	184
18.	West Bengal	14	—	1	34	36
19.	Union Territories	—	—	—	—	—
	Chandigarh	—	—	Information not available		
	Delhi	—	—	Information not available		
	Goa	1	—	2	3	1
All India		N %	79 (12.8%)	103 (6.5%)	690 (43.5%)	781 (49.2%)

Table 3.21 (contd.)
Students Admitted with B. A/B. Sc. Qualification only

Sl. No.	State	Number of colleges which supplied the information N	Distinction N	1st Division N	2nd Division N	3rd Division N
1.	Andhra Pradesh	2	—	55	142	99
2.	Assam	1	—	—	2	107
3.	Bihar	—	—	Information not available		
4.	Gujarat	9	—	124	403	286
5.	Haryana	—	—	Information not available		
6.	Himachal Pradesh	—	—	Information not available		
7.	Jammu & Kashmir	—	—	Information not available		
8.	Kerala	7	—	77	272	451
9.	Madhya Pradesh	12	—	—	30	48
10.	Maharashtra	20	—	20	630	1191
11.	Karnataka	6	—	18	63	567
12.	Orissa	—	—	Information not available		
13.	Panjab	6	—	29	472	660
14.	Rajasthan	8	—	6	340	937
15.	Tamil Nadu	11	3	112	356	595
16.	Tripura	1	6	—	57	30
17.	Uttar Pradesh	12	—	35	552	556
18.	West Bengal	6	41	91	89	638
19.	Union Territories	—	—	—	—	—
	Chandigarh	—	—	Information not available		
	Delhi	—	—	Information not available		
	Goa	1	—	2	29	39
All India		N %	102 (5.0%)	569 (5.6%)	3437 (33.4%)	6224 (60.5%)

Table 3.22
Factors Considered while Admitting Students into T.E.Is 1968-69
Research/Teaching experience

Sl. No.	State	Number of colleges supplying the information N	More than five years N	2 to 5 years N	Upto 2 years N	Freshers N
1.	Andhra Pradesh	3	42	42	61	242
2.	Assam	1	28	22	6	26
3.	Bihar	2	62	37	29	167
4.	Gujarat	11	188	310	421	167
5.	Haryana			Information not available		
6.	Himachal Pradesh			Information not available		
7.	Jammu & Kashmir			Information not available		
8.	Kerala	7	30	24	36	790
9.	Madhya Pradesh	2	123	89	13	65
10.	Maharashtra	14	406	349	422	321
11.	Karnataka	7	64	213	106	320
12.	Orissa	2	25	53	35	79
13.	Panjab	5	107	61	46	704
14.	Rajasthan	5	625	181	150	197
15.	Tamil Nadu	13	26	123	284	772
16.	Tripura	2	49	69	47	—
17.	Uttar Pradesh	10	105	152	225	603
18.	West Bengal	8	342	494	172	252
19.	Union Territories					
	Chandigarh					
	Delhi					
	Goa	1	9	30	36	—
All India		N %	93 2231 19.8%	2249 20.0%	2089 18.5%	4705 41.7%

Table 3.22 (contd.)
1968-69
Age by years

Sl. No.	State	Number of colleges supplying the information	More than 35 years	20 to 35 years	Upto 20 years	Number of students admitted from the home state in which the college is located
1.	Andhra Pradesh	3	25	273	89	Information not available
2.	Assam	1	6	74	2	
3.	Bihar	2	10	278	7	
4.	Gujarat	12	97	952	37	78
5.	Haryana	1	—	45	82	295
6.	Himachal Pradesh					1002
7.	Jammu & Kashmir					53
8.	Kerala	10	23	1164	Information not available	
9.	Madhya Pradesh	2	14	276	87	1227
10.	Maharashtra	14	247	1191	—	290
11.	Karnataka	9	35	747	60	584 (for eight institutions)
12.	Orissa	3	8	344	971	
13.	Panjab	7	32	1080	—	
14.	Rajasthan	5	189	936	321	303
15.	Tamil Nadu	13	16	1149	28	1260
16.	Tripura	2	26	135	40	
17.	Uttar Pradesh	8	172	523	4	
18.	West Bengal	8	269	985	216	
19.	Union Territories				6	
	Chandigarh					
	Delhi					
	Goa	(1)	11	64	Information not available	
All India		(101) N %	1180 8.8%	10216 76.6%	1950 14.6%	59

Table 3.23
Factors Considered while Admitting Students into T.E.Is. 1969-70
Research/Teaching experience

Sl. No.	State	Number of colleges supplying the information	More than 5 years	2 to 5 years	Upto 2 years	Freshers
			N	N	N	N
1.	Andhra Pradesh	2	27	40	57	331
2.	Assam	1	19	29	6	40
3.	Bihar	1	37	22	8	88
4.	Gujarat	13	229	302	547	249
5.	Haryana			Information not available		
6.	Himachal Pradesh			Information not available		
7.	Jammu & Kashmir			Information not available		
8.	Kerala	7	28	24	27	753
9.	Madhya Pradesh	2	78	95	52	113
10.	Maharashtra	16	469	426	598	404
11.	Karnataka	7	49	199	141	368
12.	Orissa	2	46	69	39	97
13.	Punjab	5	103	47	58	629
14.	Rajasthan	5	681	218	172	289
15.	Tamil Nadu	14	46	200	355	922
16.	Tripura	2	57	75	93	—
17.	Uttar Pradesh	9	93	122	235	580
18.	West Bangal	9	364	516	228	258
19.	Union Territories					
	Chandigarh			Information not available		
	Delhi			Information not available		
	Goa (1)		10	51	14	—
All India		(96)	N 2336 % (18.7%)	2435 (19.4%)	2630 (21.0%)	5121 (40.9%)

Table 3.23 (contd.)
Age by Years

Sl. No.	State	Number of colleges supplying the information	More than 35 years	20 to 35 years	Upto 20 years	Number of students admitted from the home state in which the college is located
			N	N	N	N
1.	Andhra Pradesh	2	39	353	63	Information not complete
2.	Assam	1	8	84	2	91
3.	Bihar	1	—	149	6	155
4.	Gujarat	14	145	1286	69	1011
5.	Haryana	1	—	112	15	40
6.	Himachal Pradesh			Information not available		
7.	Jammu & Kashmir			Information not available		
8.	Kerala	10	18	1147	55	1171
9.	Madhya Pradesh	2	13	319	6	333
10.	Maharashtra	16	285	1550	62	Information not available
11.	Karnataka	9	29	776	21	570 (for 8 colleges only)
12.	Orissa	3	8	303	—	354
13.	Punjab	7	76	1024	294	1216
14.	Rajasthan	5	207	1101	21	1071
15.	Tamil Nadu	14	36	1473	69	1285
16.	Tripura	2	22	201	2	201
17.	Uttar Pradesh	7	148	483	235	1070
18.	West Bangal	11	315	1346	2	—
19.	Union Territories					
	Chandigarh			Information not available		
	Delhi			Information not available		
	Goa (1)		7	68	—	51
All India		(106)	N 1356 % (9.6%)	11775 (83.8%)	922 (6.5%)	

Table 3.24
Factors Considered while Admitting Students into T.E.Is. 1970-71
Research/Teaching experience

Sl. No.	State	No. of colleges supplying the information N	More than 5 years N	2 to 5 years N	Upto 2 years N	Freshers N
1.	Andhra Pradesh	3	34	63	68	377
2.	Assam	1	30	33	10	42
3.	Bihar	1	38	26	5	88
4.	Gujarat	13	201	356	525	310
5.	Haryana			Information	not	available
6.	Himachal Pradesh			Information	not	available
7.	Jammu & Kashmir			Information	not	available
8.	Kerala	7	27	17	17	776
9.	Madhya Pradesh	2	87	84	25	77
10.	Maharashtra	21	593	667	625	521
11.	Karnataka	7	76	290	113	276
12.	Orissa	2	43	44	68	93
13.	Punjab	5	58	53	37	509
14.	Rajasthan	5	622	195	145	370
15.	Tamil Nadu	13	58	166	368	925
16.	Tripura	2	50	135	61	—
17.	Uttar Pradesh	10	99	170	231	683
18.	West Bengal	8	379	582	149	330
19.	Union Territory Goa	1	14	36	28	—
All India		N %	101 18.3	2409 22.1	2475 18.8	5377 40.8

Table 3.24 (contd.)
Age by Years

Sl. No.	State	More than 35 years N	20 to 35 years N	Upto 20 years N	Number of students admitted from the home state in which colleges are located N
1.	Andhra Pradesh	48	436	46	442
2.	Assam	8	107	—	110
3.	Bihar	—	150	7	157
4.	Gujarat	128	937	97	1269
5.	Haryana	—	109	41	48
6.	Himachal Pradesh		Information	not	available
7.	Jammu & Kashmir		Information	not	available
8.	Kerala	42	1018	164	1169
9.	Madhya Pradesh	21	252	—	273
10.	Maharashtra	450	1863	93	Information not available 831 for 8 colleges
11.	Karnataka	47	971	78	1128
12.	Orissa	2	326	—	1005
13.	Punjab	26	1007	254	1270
14.	Rajasthan	210	1086	61	214
15.	Tamil Nadu	33	1345	6	1165
16.	Tripura	4	236	257	1965
17.	Uttar Pradesh	170	517	7	—
18.	West Bengal	327	1435	—	—
19.	Union Territory Goa	6	72	—	—
All India		N %	1522 10.5	11867 81.6	1147 7.9

Table 3.25

Sanctioned Strength, Applications for Admissions and Enrolment of M. Ed.
(Regular Course) during 1968-69

Sl. No.	State	Number of training colleges which supplied the information	Sanctioned strength	Number of applications received for admission	Enrolment	Average enrolment per institution
1.	Andhra Pradesh	1	20	22	8	8.0
2.	Assam			Information not available		
3.	Bihar			Information not available		
4.	Gujarat	1	12	N. A.	12	12.0
5.	Haryana			Information not available		
6.	Himachal Pradesh			Information not available		
7.	Jammu & Kashmir			Information not available		
8.	Kerala	1	30	101	30	30.0
9.	Madhya Pradesh	2	N. A.	N. A.	18	9.0
10.	Maharashtra	3	33	48	26	8.7
11.	Karnataka	2	55	N. A.	36	18.0
12.	Orissa	2	20	N. A.	20	10.0
13.	Punjab	1	15	28	15	15.0
14.	Rajasthan	3	60	100	57	19.0
15.	Tamil Nadu	5	N. A.	36	14	2.8
16.	Tripura			Information not available		
17.	Uttar Pradesh	1	N. A.	N. A.	14	14.0
18.	West Bengal	1	20	25	7	7.0
19.	Union Territory Goa			Information not available		
All India		N	23		257	11.2

N. A. stands for information not available

Table 3.26

Sanctioned Strength, Applications for Admission and Enrolment of M. Ed.
(Regular Course) during 1969-70

Sl. No.	State	Number of training colleges which supplied the information	Sanctioned Strength	Number of applications received for admission	Enrolment	Average enrolment per institution
1.	Andhra Pradesh	1	20	16	8	8.0
2.	Assam		N. A.			
3.	Bihar		N. A.			
4.	Gujarat	1	12	—	12	12.0
5.	Haryana		N. A.			
6.	Himachal Pradesh		N. A.			
7.	Jammu & Kashmir		N. A.			
8.	Kerala	1	40	69	40	40.0
9.	Madhya Pradesh	2	45	55	32	16.0
10.	Maharashtra	2	25	27	14	7.0
11.	Karnataka	2	N. A.	N. A.	27	13.5
12.	Orissa	2	20	N. A.	20	10.0
13.	Punjab	3	35	72	32	10.7
14.	Rajasthan	4	75	109	48	12.0
15.	Tamil Nadu	5	N. A.	55	36	7.2
16.	Tripura		N. A.			
17.	Uttar Pradesh	1	N. A.	14	14	14.0
18.	West Bengal	1	20	70	7	7.0
19.	Union Territories Chandigarh Delhi Goa		N. A. N. A. N. A.			
All India		N	25		290	11.6

N. A. stands for information not available,

Table 3.27

Sanctioned Strength, Applications for Admission and Enrolment of M. Ed.
(Regular Course) during 1970-71

Sl. No.	State	Number of Training colleges which supplied the information	Sanctioned strength	Number of applications received for admission	Enrolment	Average enrolment per institution
1.	Andhra Pradesh	1	20	21	16	16.0
2.	Assam		N. A.			
3.	Bihar		N. A.			
4.	Gujarat	2	22	N. A.	22	11.0
5.	Haryana		N. A.			
6.	Himachal Pradesh		N. A.			
7.	Jammu & Kashmir		N. A.			
8.	Kerala	1	40	102	40	40.0
9.	Madhya Pradesh	2	45	61	16	8.0
10.	Maharashtra	9	N. A.	N. A.	161	17.9
11.	Karnataka	2	55	N. A.	27	13.5
12.	Orissa	2	20	N. A.	20	10.0
13.	Punjab	3	35	62	32	10.7
14.	Rajasthan	3	45	98	37	12.3
15.	Tamil Nadu	5	N. A.	72	32	6.4
16.	Tripura		N. A.			
17.	Uttar Pradesh	1	N. A.	N. A.	14	14.0
18.	West Bengal	2	40	142	29	14.5
19.	Union Territories	N. A.				
	Chandigarh	N. A.				
	Delhi	N. A.				
	Goa					
All India		N	33		446	13.5

N. A. stands for information not available

Table 3.28

Enrolment and Dropouts during 1968-69

Sl. No.	State	Number of colleges supply- ing the information	Enrolment		Number of dropouts	Dropout percentage
			Beginning	End		
1.	Andhra	1	8	7	1	12.5
2.	Assam		N. A.			
3.	Bihar		N. A.			
4.	Gujarat	1	12	7	5	41.7
5.	Haryana		N. A.			
6.	Himachal Pradesh		N. A.			
7.	Jammu & Kashmir		N. A.			
8.	Kerala	1	30	30	—	—
9.	Madhya Pradesh	2	18	16	2	11.1
10.	Maharashtra	3	26	21	5	19.2
11.	Karnataka	2	36	34	2	5.6
12.	Orissa	2	20	20	—	—
13.	Punjab	1	15	15	—	—
14.	Rajasthan	3	57	51	6	10.5
15.	Tamil Nadu	5	14	14	—	—
16.	Tripura		N. A.			
17.	Uttar Pradesh	1	14	13	1	7.1
18.	West Bengal	1	7	7	—	—
All India		N	23	257	235	8.6

N. A. stands for information not available.

CHARACTER OF STUDENT POPULATION

67

Table 3.29

Enrolment and Dropouts during 1969-70

Sl. No.	State	Number of colleges supplying the information	Enrolment		Number of dropouts	Dropout percentage
			Beginning	End		
1.	Andhra Pradesh	1	8	8	—	—
2.	Assam		N. A.			
3.	Bihar		N. A.			
4.	Gujarat	1	12	12	—	—
5.	Haryana		N. A.			
6.	Himachal Pradesh		N. A.			
7.	Jammu & Kashmir		N. A.			
8.	Kerala	1	40	37	3	7.5
9.	Madhya Pradesh	2	32	25	7	21.9
10.	Maharashtra	2	14	14	—	—
11.	Karnataka	2	27	22	5	18.5
12.	Orissa	2	20	20	—	—
13.	Punjab	3	32	29	3	9.4
14.	Rajasthan	3	48	41	7	14.6
15.	Tamil Nadu	5	36	36	—	—
16.	Tripura		N. A.			
17.	Uttar Pradesh	1	14	14	—	—
18.	West Bengal	1	7	6	1	14.3
All India		N 24	290	264	26	9.0

N. A. stands for information not available.

Table 3.30

Enrolment and Dropouts during 1970-71

Sl. No.	State	Number of colleges supplying the information	Enrolment		Number of dropouts	Dropout percentage
			Beginning	End		
1.	Andhra Pradesh	1	16	14	2	12.5
2.	Assam		N. A.			
3.	Bihar		N. A.			
4.	Gujarat	2	22	22	—	—
5.	Haryana		N. A.			
6.	Himachal Pradesh		N. A.			
7.	Jammu & Kashmir		N. A.			
8.	Kerala	1	40	40	—	—
9.	Madhya Pradesh	2	16	16	—	—
10.	Maharashtra	9	161	158	3	1.9
11.	Karnataka	2	27	22	5	18.5
12.	Orissa	2	20	19	1	5.0
13.	Punjab	3	32	28	4	12.5
14.	Rajasthan	3	37	31	6	16.2
15.	Tamil Nadu	5	32	32	—	—
16.	Tripura		N. A.			
17.	Uttar Pradesh	1	17	17	—	—
18.	West Bengal	2	29	21	8	27.6
All India		N 33	449	420	29	6.5

N. A. stands for information not available.

CHAPTER IV

Academic Programme

The following programmes are organised by the teacher training institutions at the secondary level :

- i) Theory of education.
- ii) Practice of education comprising practical work related to theory of education and practice of teaching.
- iii) General practical work including co-curricular activities, social activities, formation of clubs etc.

Medium of Instruction and Examination

It is note-worthy that out of 259 T.E. Is which generally responded to most of the items of the questionnaire, only 147 (56.8%) follow English as the medium of instruction while 186 (71.8%) have English as the medium of examination. English is the exclusive medium of instruction and examination in the states of Andhra Pradesh, Assam, Jammu and Kashmir, Orissa and the Union Territory of Goa, Daman & Diu. The other States adopt, besides English, regional languages as well for these purposes. However, in none of the States the regional language forms exclusive medium of instruction for the course. Never-the-less, most of the colleges in Gujarat and Maharashtra adopt regional languages for examination besides English and Hindi. Colleges in Himachal Pradesh and Delhi did not respond to this item (Table 4.1).

Only 70 (27 %) T E Is use Hindi as the medium of instruction and 84 (32.4%) TEIs for examination purpose particularly in the States of Bihar, Gujarat, Haryana, Madhya Pradesh, Maharashtra, Panjab, Rajasthan, Uttar Pradesh and the Union Territory of Chandigarh.

In addition to Hindi, eight regional languages have been reported to be used in the preparation of teachers

by adopting them for the purpose of instruction or examination in different States of the country. While Malayalam, Kannada, Tamil, Panjabi and Marathi each serve only their States of origin viz. Kerala, Karnataka, Tamil Nadu, Panjab and Maharashtra respectively. Bengali is used in Bihar, Tripura and West Bengal. Urdu is used in Bihar, Panjab, Uttar Pradesh and Chandigarh, and Gujarati is used both in Maharashtra and Gujarat. These languages are used as medium of instruction in 85 (32.8%) T.E. Is and as medium of examination in 117 (45.2%) institutions.

Thus, Colleges of Education in the States of Andhra Pradesh, Assam, Jammu and Kashmir Orissa and the Union Territory of Goa, Daman and Diu and are unilingual in medium of instruction and examination, Madhya Pradesh, Karnataka, Rajasthan, Tamil Nadu, Tripura and West Bengal are bi-lingual and those in the States of Bihar, Gujarat, Maharashtra, Panjab, Uttar Pradesh and the Union Territory of Chandigarh have more than two languages.

The Academic Session

Broadly speaking, two sets of T.E. Is exist in the country. Firstly those, though in a small minority, which begin their academic session in the first week of January (5 in Assam and one in West Bengal or early February (1 in Assam). Secondly, a vast majority of the institutions 222 (85.7%) where the new academic session commences sometime between April and first week of September. Of these, only five each in Madhya Pradesh and Karnataka open in April and May, and twelve in Haryana, Kerala, Panjab and Uttar Pradesh in August and only one in Uttar Pradesh in September. However, all the responding institutions in Haryana open only in August for their new session. It means

that out of 222 T.E.Is as many as 199 (89.6%) begin their work during June and July every year, i.e., 107 (48.2%) in June (71 in the middle, 22 in the first week, 9 in the last week and only 5 in the third week of June) and 92 (41.4%) in July (45 in the middle, 41 in the first week, 5 in the third week and only one in the last week of July).

There was no response on this item from the T.E.Is in the State of Himachal Pradesh and the Union Territories of Delhi and Goa, Daman & Diu.

(a) Academic terms

Diverse practices obtain in respect of academic terms. Generally there are four patterns under which the academic session is divided into different terms. These are : (i) session with no terms, (ii) two terms, (iii) three terms, (iv) four terms. Forty two (18.8%) T.E.Is do not divide the academic year into any terms. They take the year, as a whole, as one complete unit devoted to the preparation of secondary school teachers. These institutions belong to the States of Assam, Bihar, Haryana, Madhya Pradesh, Maharashtra, Orissa, Panjab, Rajasthan, Tripura, Uttar Pradesh and West Bengal. There was no response on this subject from colleges in Himachal Pradesh and the Union Territory of Delhi (Table 4.2)

One hundred and ten (49.3%) institutions divide the academic year into two terms. This pattern exists in all the States except in Assam, Bihar, Tamil Nadu and Tripura and the Union Territory of Chandigarh. The maximum number of such institutions exists in Maharashtra (39) followed by 23 in Gujarat and 15 each in Karnataka and Uttar Pradesh. The least number of such T.E.Is (one each) is in Haryana, Jammu and Kashmir, Kerala, Orissa, Panjab and the Union Territory of Goa, Daman & Diu.

The practice of dividing the academic year in three terms is common in 68(30.5%) T.E.Is in almost all the States except in Bihar, Jammu and Kashmir, Maharashtra, Karnataka, Panjab and Tripura and the Union Territory of Goa, Daman & Diu. The maximum number of T.E.Is where this practice is popular (19) is in Tamil Nadu followed by 17 in Kerala and 7 in Uttar Pradesh. In other States this number varies from one to six. Only three institutions of Panjab divide the academic year in four terms.

In summary, it may be stated that in Tripura and Bihar alone the only practice in vogue is that of not

dividing the academic year in terms. In Jammu and Kashmir and Karnataka and the Union Territory of Goa, Daman & Diu, two terms in an academic year exist. Similarly, all the responding T.E.Is of Tamil Nadu and the Union Territory of Chandigarh have three terms in a year. Other States have a combination of different practices, as already stated.

(b) Duration of terms in weeks

Very few institutions in Andhra Pradesh, Gujarat, Haryana, Jammu and Kashmir, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan and Uttar Pradesh responded regarding the duration of terms in weeks (Table 4.3).

Only 22 T.E.Is from six States, viz, Gujarat (2), Andhra Pradesh and Jammu and Kashmir (1 each), Maharashtra, (6), Karnataka (7) and Uttar Pradesh (5) have two terms of varying duration in an academic year. They range from terms of 9 weeks to 24 weeks both existing in Uttar Pradesh. The number of weeks ranges between 14 to 20 in Gujarat and Maharashtra, 12 to 20 in Karnataka, 14 to 16 in Jammu and Kashmir and 13 to 14 in Andhra Pradesh.

Only 9 T.E.Is—Haryana and Uttar Pradesh (1 each), Rajasthan and Kerala (2 each) and Madhya Pradesh (3) have given information regarding the number of weeks comprising each of the three terms. It ranges from 6 weeks in Haryana to 23 weeks in Madhya Pradesh. One institution of Madhya Pradesh has the maximum number of weeks in all the three terms i.e. 46 followed by another T.E.I. of the same State having 45 weeks. The third place is taken by a T.E.I. of Kerala having 44 weeks. An institution of Uttar Pradesh has terms of only 28 weeks.

(c) Working days

Distribution of working days per week varies between 5 and 6. 168 (80.4%) T.E.Is have six days in a week where as only 29 (13.9%) T.E. Is have five days in a week. A very small number of T.E. Is (12, 5.7%) are having 5½ days per week (Table 4.4).

The practice of having 6 days in a week is in vogue in all the States. All the responding institutions in Himachal Pradesh (1), Tripura (2), Orissa (3), Panjab (10), Gujarat (17) and the Union Territory of Chandigarh (1) have this pattern only. The maximum number of T.E.Is having 6 days a week (32) is in Maharashtra followed by 22 in Uttar Pradesh, 17 in Gujarat and 16 in Tamil Nadu. The least number

of T.E.Is favouring this practice (1 each) is in Bihar, Himachal Pradesh and the Union Territory of Chandigarh preceded by 2 each in Tripura & Haryana.

Five-and-a-half days week exists in eight States. Five T.E.Is of Karnataka and one each in Andhra Pradesh, Assam, Bihar, Maharashtra, Tamil Nadu, Uttar Pradesh, and West Bengal follow this system. In the rest of the States this system is not in vogue.

The practice of having 5 days week is common to 9 States and one Union Territory. The maximum number of such colleges (13) is in Kerala followed by 5 in Uttar Pradesh, 3 in Tamil Nadu and 2 in West Bengal. The least number of institutions (one each) is in Haryana, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan and the Union Territory of Goa, Daman & Diu.

A mixed pattern of 5 or 6 days week obtains in Haryana, Kerala, Madhya Pradesh and Rajasthan while that of $5\frac{1}{2}$ to 6 days exists in Andhra Pradesh, Assam and Bihar. A combination of the three patterns can be seen in Maharashtra, Karnataka, Tamil Nadu, Uttar Pradesh and West Bengal.

T.E.Is in Gujarat, Himachal Pradesh, Orissa, Panjab have and Tripura and the Union Territory of Chandigarh have a single pattern of having a 6-day week while the Union Territory of Goa, has a 5-day week. Even in States having a mixed pattern, majority of T.E.Is have a 6 day week except in Kerala where 13 T.E.Is have a 5 day week as against 5 T.E.Is that have 6 working days in a week.

Teaching Periods

The number of periods in a working day varies in the range of 4 to 12 periods. The largest number (56, 27%) of T.E.Is have seven periods per day on an average followed by 50 (24.2%) institutions having six periods and 41 (19.8%) T.E.Is that have five periods per day. One institution each from the States of Madhya Pradesh and Rajasthan have 12 and 11 periods respectively and two in Panjab and one in West Bengal have 9 periods. (Table 4.5).

The practice of having only 4 periods on a teaching day on an average exists in 20 T.E.Is of six States only, viz, Maharashtra (8), Uttar Pradesh (5), Gujarat, Madhya Pradesh, Karnataka (2 each) and West Bengal, (1). In the remaining States and all the three Union Territories, this practice is conspicuous by its absence.

Five-period day is common in 10 States, viz, Andhra

Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu, Uttar Pradesh, West Bengal and Union Territory of Goa Daman & Diu. The maximum number of T.E.Is having this system (10) is in Uttar Pradesh followed by 9 in Maharashtra while the least number of T.E.Is (1 each) is in Andhra Pradesh and the Union Territory of Goa Daman & Diu preceded by 2 in Assam, West Bengal etc.

The system of six-period day is observed in all the States except in Himachal Pradesh, Kerala, Panjab and the three Union Territories. The maximum number of institutions popularizing this system is in Gujarat (11) followed by 7 in Tamil Nadu and 5 in Karnataka.

The maximum numbers of States (15) and the maximum number of the responding (56, 27.0%) institutions have the pattern of seven periods a day. The largest number of institutions (13) having this system is in Kerala, followed by 7 each in Maharashtra and West Bengal while the least number of such institutions (1 each) exists in Assam, Bihar, Orissa, Panjab and Tripura. The States of Haryana and Himachal Pradesh are the only exceptions in this regard.

Eight periods a day are organised in Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Panjab, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal and the Union Territory of Chandigarh. The maximum number of T.E.Is having this system (8 each) is in Panjab and Uttar Pradesh followed by 6 in West Bengal. In the remaining States having this pattern, the number of T.E.Is varies from one to three.

In Karnataka Gujarat, and Uttar Pradesh T.E.Is have 4 to 8 periods a day while in Andhra Pradesh and Assam it varies from 5 to 7. On an average, each institution has 6.3 periods per day, with the highest average number (8.1) in Panjab, followed by 8 in Himachal Pradesh and the Union Territory of Chandigarh. However, the least average number of periods per day 5.0 is observed in the Union Territory of Goa, Daman & Diu preceded by 5.4 in Maharashtra and 5.8 in Madhya Pradesh.

Duration of Teaching Periods

The duration of teaching periods in T.E.Is varies between 30 minutes to 60 minutes. There is a solitary instance of 30 minutes period in a college of Maharashtra. The largest number of institutions (126, 54.1%) have periods of 45 minutes duration followed by 58 (24.9%) institutions having 40-minute periods. A few institutions (28, 12.0%) have periods of

60 minutes, 16 (6.9%) institutions have periods of 50 minutes duration and 4 (1.7%) institutes have periods of 55 minutes' duration (Table 4.6).

Among the 58 institutions that have each period of 40 minutes, the highest number of such institutions is found in Uttar Pradesh (10) followed by Madhya Pradesh (9), Gujarat and Panjab (8 each) whereas the least number of such institutions (1 each) is in Himachal Pradesh and the Union Territories of Chandigarh and Goa, Daman & Diu.

Out of 126 T.E.Is each having periods of 45 minutes, the highest number of such institutions (28) is clustered in Maharashtra. The second and the third place in this respect is occupied by Uttar Pradesh and West Bengal (18 each) and Gujarat (14), whereas the least number of such institutions (1 each) exists in Bihar and Haryana.

The practice of 50-minute periods is followed by only 16 T.E.Is from nine States, viz., Andhra Pradesh, Assam, Gujarat, Maharashtra, Karnataka, Orissa, Tamil Nadu, Uttar Pradesh and West Bengal. The number of institutions in these States ranges from one each in Assam, Orissa and West Bengal to three in Maharashtra.

The system of 55 minutes' period is followed by one institution each in Gujarat, Maharashtra, Karnataka and West Bengal only while that of 60 minutes period exists in 28 T.E.Is of seven States only, viz., Karnataka (10), Tamil Nadu (8), Kerala (5), Uttar Pradesh (2) and one each in Andhra Pradesh, Assam, and Gujarat.

As indicated above, different institutions have teaching periods of varying duration. The largest variety is observed in Gujarat where all the five types are prevalent. Periods of four different types of duration are popular in Maharashtra, Karnataka, Tamil Nadu and Uttar Pradesh. In other States a mixed pattern of two to three types of periods is in vogue. In Himachal Pradesh and the Union Territories of Chandigarh and Goa, Daman & Diu (from where the number of responding institutions is one) and in Tripura a single pattern prevails.

In terms of range, the duration of periods lies between 40' to 60' in Gujarat, Kerala, Tamil Nadu and Uttar Pradesh. The duration of periods (40' to 45') which is generally considered ideal is observed in Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Panjab, Rajasthan, Tripura and the Union Territories of Chandigarh and Goa, Daman & Diu.

On an average each period is of 45.6 minutes duration with maximum average duration period of 54.4 minutes in Karnataka followed by 49' in Assam and 48.6' in Andhra Pradesh. The least average duration of periods (40') is observed in Himachal Pradesh, and the Union Territories of Chandigarh and Goa, Daman & Diu preceded by 41' in Panjab and Madhya Pradesh.

Periods Devoted to the Theory Papers per Week

Out of 259 T.E.Is only 228 responded to the query regarding total number of periods spent by them on theory papers per week on an average. Out of 228 T.E.Is 58 (25.4%) T.E.Is devote 19 to 24 periods, followed by 49 (21.5%) institutions that devote 25 to 30 periods and 44 (19.3%) T.E.Is that devote upto 12 periods per week to the theory papers. Very few (8, 3.5%) T.E.Is give 37 to 42 periods preceded by 24 (10.5%) T.E.Is that devote 31 to 36 periods and 28 (12.3%) T.E.Is where theory papers are given 13 to 18 periods per week (Table 4.7).

A few T.E.Is in all the States with the exception of Jammu & Kashmir, Madhya Pradesh and Orissa devote upto 12 periods a week to theory papers. The largest number of T.E.Is (9) giving upto 12 periods is in Maharashtra, followed by 6 T.E.Is in Uttar Pradesh and four each in Tamil Nadu, Gujarat and West Bengal. The minimum number of such institutions (1 each) is in Andhra Pradesh, Haryana, and Tripura. In the remaining States, the number of such T.E.Is varies from two to three.

In seven States, only 28 institutions have made provision of allocating 13 to 18 periods per week for theory papers. The maximum number of such T.E.Is (9) is in Maharashtra followed by 8 in Gujarat and 6 in Karnataka. In Assam, Kerala and Uttar Pradesh only one institution each follows this pattern whereas in Madhya Pradesh only 2 institutions practice it.

The most common practice in 58 institutions from 11 States is to give 19 to 24 periods per week for theory papers. No T.E.Is from Assam, Haryana, Jammu and Kashmir, Orissa, Panjab and Tripura follow this pattern. The maximum number of T.E.Is (14) devoting 19 to 24 periods are in Maharashtra followed by 7 each in Kerala and Uttar Pradesh, 6 in Gujarat and 5 each in Madhya Pradesh, Tamil Nadu and West Bengal. In the remaining States only one or two institutions follow this practice.

The practice of giving 22 to 30 periods per week for theory is found in the largest number of States

(14) and in the Union Territory of Chandigarh. The States that do not favour this pattern are Bihar, Jammu and Kashmir and Tripura. The largest number of institutions (9) with this pattern are in Uttar Pradesh followed by 7 in Tamil Nadu and five each in Gujarat and Kerala. In the remaining States, the number of such institutions ranges between one to three.

Kerala, Maharashtra, Orissa, Karnataka, Panjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal favour 31 to 36 periods also for theory papers. The maximum number of such institutions (5 each) is in the last two States while the minimum number of these institutions (1 each) is in the first three States mentioned above while in the remaining States only two to three institutions give 31 to 36 periods per week.

Only 8 institutions in the whole country devote 37 to 42 periods per week to theory papers. One institution each in Gujarat, Haryana, Jammu and Kashmir, Madhya Pradesh, Karnataka and West Bengal and 2 in Uttar Pradesh have provision for this pattern.

A few T.E.Is in Haryana (1), Rajasthan (3), Uttar Pradesh (2) and West Bengal (3) spend 40 to 59 periods per week for this purpose. It appears that 5 T.E. Is of Maharashtra, one each of Rajasthan and the Union Territory of Goa, Daman and Diu have indicated the total number of periods spent during the session or a term on theory papers.

The highest number of T.E.Is (41) that have supplied the data in this regard are in Maharashtra followed by 32 in Uttar Pradesh, 24 in Gujarat and 20 in West Bengal. A good number of institutions from Tamil Nadu (19), Karnataka (17) and Kerala (16) checked on this information. The most popular practice that is followed in most of the States (14) is that of spending 25 to 30 periods per week whereas the highest number of T.E. Is (58) spends 19 to 24 periods per week on theory papers.

Periods per Week for Practical Work Related to Theory

The practice of devoting time to practical work relating to theory papers is in vogue in most of the States and the Union Territory of Goa, Daman and Diu though the total number of T.E.Is making provision for this type of practice varies from State to State. It ranges from 30 in Maharashtra to one each in Jammu and Kashmir, Bihar, Orissa and the Union Territory of Goa, Daman and Diu and two each in Haryana and Tripura. The number of periods

devoted to this programme also differs from institution to institution, even within the same State (Table 4.8).

In 32 (19.4%) T.E.Is, only one period per week is devoted to practical work related to theory papers. The largest number of such institutions (10) is clustered in Maharashtra followed by 6 in Gujarat and 4 in Uttar Pradesh. In the States of Andhra Pradesh, Kerala, Madhya Pradesh, Karnataka, Tamil Nadu and the Union Territory of Goa, Daman and Diu it is one each while in West Bengal, Panjab and Rajasthan it is two each.

In 10 States, 31 (18.8%) T.E.Is devote 2 periods per week to practical work. The highest number of such institutions (5 each) is in Maharashtra, Gujarat, Karnataka and Uttar Pradesh while the least (one each) is in Bihar and Panjab. In the States of Kerala, Rajasthan, West Bengal and Tamil Nadu the number varies from two or three.

In 6 States only (Assam, Gujarat, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh) 16 T.E.Is (9.7%) have practical work for 3 periods per week. The largest number of T.E. Is (9) adopting this system is in Maharashtra. In the remaining States one or two institutions each practise this system.

Though the practice of four periods per week is in vogue in 11 States (Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Panjab, Tamil Nadu, Uttar Pradesh and West Bengal) yet the number of institutions per State varies from one to two with the exception of Uttar Pradesh where four institutions spend four periods per week.

The practice of having 5 periods for practical work is followed in 15 T.E.Is (9.1%) in 8 States. The maximum number of such institutions (3 each) is in Kerala, Madhya Pradesh and Tamil Nadu, while the least number of institutions (one each) is in Gujarat, Maharashtra, Orissa and Rajasthan.

As many as 18 (10.9%) T.E.Is in nine States have provided six periods per week for practical work. The highest number of T.E.Is of this category (5) is in Uttar Pradesh followed by 3 in Gujarat. The least number (1 each) is in Assam, Kerala, Maharashtra and Tripura, preceded by 2 each in Madhya Pradesh, Karnataka and West Bengal.

In almost all the States a mixed pattern is followed. The largest variety of responses has come from Gujarat and Maharashtra followed by Kerala, Uttar Pradesh, West Bengal and Tamil Nadu. While some T.E.Is spend one period per week, others spend more than eleven.

A few institutions provide even more periods for this work ranging from 9 to 18. One institution each in Kerala, Maharashtra, Uttar Pradesh and West Bengal does not provide such periods week-wise. They make provision for the total number of periods to be devoted to practical work.

On an average, each T.E. I provides 4.6 periods per week for practical work with the maximum average (12.0) being for Haryana followed by 8 periods each in Jammu and Kashmir and Tripura. The least average of 2 periods per week is found in Bihar preceded by 2.7 in Maharashtra.

Practice-Teaching Periods per Week

Just as some institutions have assigned a definite number of periods per week for theory papers, while others have fixed the number of such periods per session, similar is the case with practice teaching programme. Only 147 T.E.Is supplied the information. 113 (76.8%) T.E. Is have provided specific number of periods per week on an average for practice teaching while 34 (23.1%) T.E. Is have indicated that they have only a fixed number of periods per session for this purpose. Out of 147 T.E. Is, 27 (18.4%) institutions each have one to four periods and nine to twelve periods per week for practice teaching. 16 (10.9%) T.E. Is have five to eight periods and another 18 (12.2%) T.E.Is have 13 to 16 periods per week for this programme. The largest number of periods (17 to 20) is given by 25 (17%) T.E. Is (Table 4.9).

As regards average number of periods for practice teaching per session, the range is very widely distributed between 21 to 60 periods.

The provision of one to four periods per week for practice teaching is made in 11 States, though the number of institutions varies from State to State. It is highest in Maharashtra (6) followed by Kerala and Tamil Nadu (5 each). The least number (one each) is in Assam, Gujarat, Panjab, West Bengal and Rajasthan preceded by two each in Bihar and Uttar Pradesh.

The practice of 5 to 8 periods per week is common to 8 States only. The highest number of institutions following this practice (6) is in Uttar Pradesh followed by 3 in Kerala and 2 in Maharashtra. One institution each in Andhra Pradesh, Assam, Karnataka, Panjab and Tamil Nadu, also have this provision.

Institutions devoting 9 to 12 periods per week for practice teaching are found in almost all the States except Assam, Bihar, and Gujarat. Their number

per State ranges between one each in Uttar Pradesh and Madhya Pradesh to four in Maharashtra.

Thirteen to 16 periods per week are devoted to practical work in seven States viz. Maharashtra, (6) Gujarat (5), Madhya Pradesh (3), Assam, Kerala, Orissa and West Bengal (one each).

Fourteen T.E.Is in Gujarat, 6 in Maharashtra, 2 in Karnataka and one each in Andhra Pradesh, Assam, and Madhya Pradesh have 17 to 20 periods per week for practical work. In the remaining States, so much time is not given for practice teaching programme.

As already stated a few institutions provide for a total number of periods to be devoted to practice teaching for the whole session. Such institutions exist in Andhra Pradesh, Assam, Bihar and West Bengal (one each), Maharashtra and Rajasthan (3 each) and Gujarat and Madhya Pradesh (4 each). The maximum number of such institutions (16) is in Uttar Pradesh. The number of periods varies from 21 to 60 in Gujarat, 24 to 48 in Madhya Pradesh, 22 to 30 in Maharashtra, 24 to 60 in Rajasthan and Uttar Pradesh.

A mixed pattern of different practices exists in all the States except in Haryana where only 2 T.E. Is reported that they spend 9 to 12 periods per week on practice teaching. The largest variety is observed in Maharashtra where periods of all the five ranges are prevalent in different institutions. This is followed by 4 patterns in Andhra Pradesh, Assam and Kerala.

In the States of Andhra Pradesh, Assam, Bihar, Gujarat, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal, there are two patterns of the number of periods to be devoted to practice teaching. These are allotted either for the whole session or on weekly basis. In the remaining States that is Haryana, Karnataka, Orissa, Panjab, Tamil Nadu and Kerala, only a single pattern of devoting a fixed number of periods to practice teaching per week holds good. The States of Himachal Pradesh, Tripura and Jammu and Kashmir and the Union Territories of Chandigarh, Delhi and Goa, Daman and Diu did not respond in this regard.

Periods Devoted to Co-curricular Activities

T.E.Is were asked to give information regarding the number of periods devoted to practical work involved in the organisation of co-curricular activities per week on an average, within and outside the working

hours of the college. In this connection, some of the colleges have supplied information under these two sub-heads while others have indicated only the number of hours spent for co-curricular activities.

(a) *Periods in aggregate*

Only 68 T.E.s checked on this information. The number of periods allotted per week for the participation in and organisation of co-curricular activities ranges between one to eight periods per week besides a fixed number of periods set apart for this per session spread out in some T.E.s in different States. Many of the institutions (20) devote one period per week or two periods (19) per week. The States covered by both these figures are Andhra Pradesh, Gujarat, Haryana, Maharashtra and Uttar Pradesh in addition to Kerala and Madhya Pradesh in the first category and Assam, Bihar and Orissa in the second case. Similarly three periods per week are devoted to this task in seven colleges of four States viz Gujarat, Kerala, Maharashtra, and Orissa. Some colleges, of Kerala, Maharashtra, Andhra Pradesh, Tamil Nadu and Uttar Pradesh devote four to six periods per week (Table 4.10a).

Two patterns of deciding the number of periods for co-curricular activities (deciding the number of periods per week or per session) are followed in four States i.e. Assam, Bihar, Gujarat and Maharashtra while in Rajasthan and Jammu and Kashmir the total time for these activities is fixed. In the remaining States i.e. Andhra Pradesh, Haryana, Kerala, Madhya Pradesh, Orissa, Tamil Nadu and Uttar Pradesh the practice of deciding the periods per week only is prevalent.

The largest number (16, 23.5%) of T.E.s that supplied this information is in the State of Gujarat followed by 11 (16.2%) T.E.s in Maharashtra and 7 (10.3%) each in Andhra Pradesh and Kerala. The least number (1) is in Jammu and Kashmir preceded by two (2.9%) each in Bihar, Orissa, Rajasthan and Tamil Nadu.

On an average, these T.E.s spend 2.6 periods per session on co-curricular activities with the highest average of 5 periods a week in Tamil Nadu followed by 4.4 periods in Kerala. The least average of periods per week is 1.7 in Maharashtra preceded by 1.8 in Haryana.

(b) *Periods devoted to co-curricular activities within the college hours*

A large majority of the responding T.E.s that is

152 (58.7%) offer practical experience in the organisation of co-curricular activities within the college hours. Out of these 152 T.E.s, 54 (35.5%) institutions provide one period per week for this followed by 46 (30.3%) T.E.s that provide two periods per week. A very small number of T.E.s (4, 2.6%) have six periods a week preceded by 10 (6.6%) institutions that make provision for four periods a week for practical work (Table 4.10 b).

The maximum number of institutions (30, 19.7%) that provide time for co-curricular activities during the working hours is in Maharashtra followed by 18 (11.8%) T.E.s in Uttar Pradesh and 14 (9.2%) each in Gujarat and Kerala.

The practice of devoting one period per week to co-curricular activities is common in almost all the States except Jammu and Kashmir and Orissa. The highest number of T.E.s (16) following this practice is in Maharashtra followed by 8 each in Gujarat and Uttar Pradesh. In the remaining States the number ranges between one to four.

The system of two periods per week is common in 13 States—Andhra Pradesh, Assam, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Orissa, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal. The number of such T.E.s ranges from one (in Tamil Nadu, Punjab and Orissa) to 7 in Maharashtra.

One to 3 T.E.s in Gujarat, Kerala, Maharashtra, Karnataka, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal and the Union Territory of Chandigarh devote 3 periods per week to this task. In rare instances institutions in Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal devote 4 to 6 periods.

The mixed pattern of prescribing periods per week and for the whole session exists in Uttar Pradesh alone. In Jammu and Kashmir the total number of periods to be devoted to co-curricular activities during the session is prescribed. In the rest of the States the provision for a fixed number of periods per week has been made.

On an average 2.7 periods per week are allocated for co-curricular activities by an institution during college hours. The average number of periods is highest (7.0) in Orissa followed by Rajasthan (5.2) and Madhya Pradesh (5.1). The least average number of periods per week (1) is in Bihar preceded by 1.5 periods in Assam.

(c) *Periods devoted to co-curricular activities outside college hours*

Information regarding the number of periods devoted to practical work related to co-curricular activities outside the college hours reveals that only 93 (35.9%) institutions out of 259 institutions provide time for co-curricular activities outside the college hours.

On the whole, 36 (38.7%) T.E.Is spend one period per week, followed by 18 (19.3%) institutions which spend two periods per week outside the college hours on the practical aspect of co-curricular activities. A few institutions (5.4%, 1 each in Andhra Pradesh, Gujarat, Madhya Pradesh, Punjab and Tamil Nadu) have made provision for six periods where as one institution each in Karnataka and Maharashtra spends 10 periods and again another institution in Maharashtra gives as many as 11 periods per week outside the college hours for this work. One institution each of Jammu and Kashmir and Uttar Pradesh has fixed a period of two weeks in all to be used for this aspect while one institution of Tamil Nadu provides for 18 periods in all for this (Table 4.10c).

States-wise analysis of the data shows that largest number of institutions making provision of time outside the college hours is from Maharashtra (16, 17.2%) followed by Tamil Nadu (15, 16.1%) and Karnataka (12, 12.9%).

Theory Papers

This section presents information regarding theory papers classified under different heads such as compulsory papers, optional papers—optional method papers and optional special fields, methods and techniques adopted in teaching theory papers and general orientation programme in teacher education provided to student-teachers in B.Ed. and its equivalent courses. Information received in this respect is given below :—

Classification of Theory Papers

Detailed information regarding compulsory papers and optional papers—optional method papers and optional special fields is presented in Table 4.11.

Compulsory papers

There is no uniformity in the number of compulsory papers prescribed for study by the different universities. The most common pattern comprises of prescribing five compulsory papers. However, there is also evidence to

show that some universities prescribe four compulsory papers and yet another group prescribes even six and seven papers. All the universities have provision of Principles of Education Philosophical and Sociological Bases of Education. However, in Panjabi University this paper is titled as Principles of Basic Education. Educational Psychology as a complete paper or combined with Health Education Educational Measurement Educational Evaluation Statistics etc. finds a place in all the responding Universities. Other popular papers are on Current Problems of Indian Education, History of Education, School Organisation and Administration, General Methods of Teaching and or Methods of Teaching.

Optional Method Papers

Student-teachers in most of the Universities are required to offer two method papers while in the University of Gauhati provision of offering 'three half papers' exists. Also, method papers on teaching of English, Geography or General Science are considered equivalent to two teaching subjects by it. Universities of Agra and Jodhpur have prescribed methods of teaching at advanced level and ordinary level. Teaching of English finds a place in all the Universities except Sanskrit University. Hindi as a teaching subject is most popular among Indian languages. Teaching of Sanskrit and Urdu is also commonly offered. Provision of teaching of Mathematics and Science exists in almost all the Universities. Teaching of Social Studies, History, Geography and Civics is also offered.

Optional Special Fields

Under this category, provision exists for specialization in the teaching of a school subject at an advanced level. Besides, a special subject at an advanced level is also provided for. Study of a special field is treated either as a separate paper or as a part of a paper. For selecting a special subject, 13 options are provided by Mysore University (Karnataka), 12 options each by Rajasthan and Udaipur Universities (Rajasthan) and by three T.E.I. affiliated to State Department of Education, West Bengal, 11 options by Burdwan University (West Bengal) and 10 options by South Gujarat University (Gujarat). The least choice of three options is provided by Dibrugarh (Assam), Gujarat (Gujarat) and Calicut (Kerala) Universities and also by one T.E.I. affiliated to Sri Venkateswara University (Andhra Pradesh) and six T.E.Is affiliated to Meerut (Uttar Pradesh) University. Four options are provided by Gauhati (Assam)

University and by two T.E.Is each affiliated to Rewa (Madhya Pradesh), S. N. D. T. (Maharashtra) Universities and one each affiliated to Gujarat Vidya Peeth (Gujarat), Kalyani (West Bengal) and Kashmir (Jammu & Kashmir) Universities.

The most widely offered special subject is Educational and Vocational Guidance followed by Educational Measurement/Mental Measurement/Educational Evaluation. Next in order of popularity are Audio-Visual Education, and School Library Organisation. The least preferred subjects are Domestic Science, Hostel Organisation and Educational Statistics.

Twenty-three Universities provide opportunities for specializing in different branches of Psychology such as Education of the Backward Children, Education of the Handicapped Children, Social and Abnormal Psychology applied to Education, Experimental Psychology, Education of the Exceptional Children, Educational Psychology, Psychological Testing, Education of the Gifted Children and Mental Hygiene and Child Guidance.

General Orientation Programme in Teacher Education

Out of 229 responding T.E.Is, 112 (48.9%) give general orientation to student-teachers in teacher education programme before teaching different theory papers. 117 (51.1%) T.E.Is pay no attention to this aspect. State-wise analysis indicates that Maharashtra has the largest number of T.E.Is—(25, 22.3%) that give general orientation, followed by Gujarat (13, 11.6%) and Uttar Pradesh (11, 9.8%). As compared to this, the minimum number of such institutions (1 each, 0.9%) is in Assam, Bihar, Haryana, Jammu and Kashmir, Tripura and the U. T. of Delhi (Table 4.12).

A comparative picture of different States on these two variables indicates that in Assam, Bihar, Karnataka, Uttar Pradesh, West Bengal, Haryana and Punjab a smaller number of colleges give such orientation while a larger number of them do not make any such provision. Among the U.Ts., only Delhi organises this programme.

(a) Nature of orientation programme

Colleges of Education undertake different types of activities for providing general orientation in teacher education for student-teachers before the teaching of different theory papers begins. These activities can be grouped under the following broad categories.

Nature of activities

1. Lectures
2. Initiation to the college itself
3. Visits
4. Discussions, debates, tutorials
5. Orientation in different topics and methods
6. Utilization of college library
7. Workshop of method groups
8. Other activities

By and large, lectures on different topics is the most common method of providing general orientation to student-teachers. Lectures in education by staff members are given in 16 T.E.Is—5 in Rajasthan, two each in Madhya Pradesh, Andhra Pradesh and Jammu & Kashmir and one each in Gujarat, Maharashtra, Punjab, Tamil Nadu and West Bengal. Lectures on education and educational policy are given in one institution in Maharashtra while introductory lessons on theory are organised in one institution each in Orissa, Punjab, Tamil Nadu and West Bengal. Lectures on the nature, scope and work to be done during the year are popular in two institutions in Andhra Pradesh, three in Maharashtra and one each in Gujarat, Karnataka, Punjab and Tamil Nadu. In one college in Maharashtra, lectures on 'schools of today and tomorrow' are arranged.

The second most common practice is initiation to the college plant, its history, activities, staff and group guidance for different facilities. These activities are reported to be undertaken in 5 colleges in Maharashtra, 3 each in Karnataka and Tamil Nadu, 2 each in Orissa and Uttar Pradesh and one each in Punjab, Gujarat, West Bengal and Tripura.

Visits are paid to schools, university libraries and different units of colleges. The practice of visiting schools occupies the first place and is undertaken by 2 colleges each in Gujarat and Uttar Pradesh and 1 each in Maharashtra and Tamil Nadu. Visits to university libraries are arranged by 1 institution each in Maharashtra and Tamil Nadu. In 1 institution of West Bengal provision of visits to its different units is made.

Discussions are organised in 3 colleges of Maharashtra and 1 each in Andhra Pradesh, Gujarat, Tamil Nadu and Uttar Pradesh. One institution each in Maharashtra and Tamil Nadu arranges discussions on previous school experiences while another

institution in West Bengal discusses various aspects of teacher education. Group discussions on exhibition of organised material and discussions with old students, teachers and headmasters are arranged in 1 institution each in Gujarat and Maharashtra. One institution in Assam provides general orientation through debates while 2 institutions in Maharashtra and 1 in Tamil Nadu provide this programme through tutorials.

Orientation lectures in different topics, such as need for professional preparation are arranged in 2 institutions each in Madhya Pradesh, Uttar Pradesh and Kerala and 1 institution each in Maharashtra, Orissa and West Bengal. Again, two institutions in Maharashtra provide orientation in additional method group while in 1 T.E.I each in Gujarat, Kerala and Karnataka and 2 in Maharashtra, orientation in methods on evaluation is given.

Two institutions in Gujarat and one in Madhya Pradesh organise workshops of method groups. Special classes are organised in one T.E.I. of Andhra Pradesh. Provision for practice in handwriting and development of language skills is made in one and two institutions respectively in Tamil Nadu. Unit planning is done in one institution each in Rajasthan and Uttar Pradesh. One T.E.I. in West Bengal provides special time in the time table for general orientation while another in Uttar Pradesh observes an induction week. Last but not the least, one institution each in Andhra Pradesh and Tamil Nadu conducts this programme throughout the year.

(b) *Time devoted to general orientation programme*

Information regarding time spent by colleges of education for orienting student-teachers in teacher education before teaching them different theory papers has been supplied by 107 institutions (41.3% approx.) from all the States and U. Ts. except Himachal Pradesh, Chandigarh and Goa, Daman & Diu. The time spent on this programme ranges from 1 day to 90 days. 17 institutions out of 107 spend upto 12 days for this programme. Five institutions—one each in Andhra Pradesh, Assam, Kerala, Tamil Nadu and Tripura devote two days while another 5 institutions (1 each in Haryana, Punjab, Tamil Nadu and 2 in Gujarat) spend 3 days. Four days are given to this programme by four institutions (1 each in Bihar & Punjab and 2 in Maharashtra). Only 3 colleges (2 in Gujarat and one in Maharashtra) orient students for 10 to 12 days (Table 4.13).

The practice of spending one week for orientation is prevalent in almost all the States with the exception of Andhra Pradesh, Haryana, Jammu and Kashmir and Madhya Pradesh. This is followed in 42 institutions (one each in Bihar, Tripura and Delhi, two each in Assam, Kerala, Punjab and Tamil Nadu, three each in Orissa, Uttar Pradesh and West Bengal, four each in Karnataka and Rajasthan and seven each in Maharashtra and Gujarat).

Twenty-seven T.E.Is in eight States have this programme for two weeks. The highest number of such T.E.Is (14) is in Maharashtra followed by three in Rajasthan. In Jammu and Kashmir and Tamil Nadu only one institution each has this practice preceded by 2 institutions each in Madhya Pradesh, Gujarat, Karnataka and Uttar Pradesh.

Five T.E.Is (one each in Madhya Pradesh, Karnataka and U.P. and two in Maharashtra) provide three weeks for this programme while six T.E.Is (one in Maharashtra, two in Uttar Pradesh and three in Rajasthan) provide four weeks for this programme.

One institution in Gujarat and 3 in Madhya Pradesh have this programme for one period daily for one month while another in Tamil Nadu gives one period daily throughout the year. Again, 1 institution in Maharashtra and one in Tamil Nadu have only one full day for this purpose. Last but not the least, one college in Madhya Pradesh spends one and a half months while another spends ninety days on this programme.

In summary, majority of T.E.Is (72) spend one to two weeks while very few (11,14) spend three to four weeks and two to four days respectively. The highest number of institutions (29) that checked this information is in Maharashtra followed by 14 in Gujarat, 10 in Rajasthan and 8 each in Madhya Pradesh and Uttar Pradesh, 7 institutions each in Karnataka and Tamil Nadu. In the remaining States the number varies from one to four.

Methods and Techniques of Teaching

Several methods of teaching are being followed in T.E.Is. These range from the traditional lecture method to new and dynamic methods such as team teaching, tutorials, supervised study, seminars, symposia etc. Lecture method is the most popular method of teaching in 218 T.E.Is followed by assignment method in 181 T.E.Is. Tutorials as a method of regular teach-

ing, and seminars, symposia and discussions are also much in use as these practices are prevalent in 159 and 157 T.E. Is respectively. Supervised self-study is practised in as many as 75 institutions while team teaching is done in 35 institutions (Table 4.14).

(a) *Lecture Method*

Lecture method is the most common method of teaching in all the States and Union Territories. The maximum number of colleges following this method (35) is in Maharashtra, followed by 31 in Uttar Pradesh and 21 in Gujarat. In a few other States like Karnataka, West Bengal and Tamil Nadu a number of institutions (18,18,16 respectively) follow this method.

(b) *Assignment Method*

Assignment method like lecture method is popular in all the States and Union Territories except Bihar. In Maharashtra the number of institutions practising this method is 27. The second and third places in this respect are occupied by Uttar Pradesh (26) and Karnataka (18) respectively. In Gujarat, Tamil Nadu, West Bengal and Kerala also, the number of such institutions is quite large.

(c) *Tutorials*

Tutorials are popular in all the States except in Bihar and Jammu and Kashmir. The largest number of institutions adopting this system (29) is in Maharashtra followed by 22 in Uttar Pradesh and 20 in Gujarat. The least number of such institutions is in Haryana and Tripura (2 each) preceded by 3 each in Orissa and Punjab.

(d) *Team Teaching*

Team teaching being a recent innovation is practised in ten States viz. Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu, Uttar Pradesh and West Bengal. The maximum number of institutions practising team teaching (8) is in Maharashtra followed by 7 in Gujarat and 6 in Kerala. In the remaining States the number varies from one to four.

(e) *Supervised Self-Study*

This method is comparatively more popular than team teaching. Except Assam, Haryana, Jammu and

Kashmir, Orissa and Tripura, it is practised in all the States. In Maharashtra and Karnataka, 12 institutions each, provide for this method and in Gujarat, Kerala, Tamil Nadu and Uttar Pradesh, nine T.E.Is each, adopt this method.

(f) *Seminar, Symposia and Discussions*

These methods are more popular than (d) and (e) described above. These methods are followed in all the States and Union Territories except in Jammu and Kashmir. In Maharashtra, Gujarat, Uttar Pradesh, Karnataka, Kerala, West Bengal and Tamil Nadu, they are more popular than in the remaining States.

(g) *Supplementary Methods of Teaching*

Besides the above-mentioned methods, colleges of education experiment with some other methods also. The detailed information in this regard is given below :

(i) *Lecture method supplemented by other approaches*

Fourteen institutions in Assam, Andhra Pradesh, Gujarat, Madhya Pradesh, Karnataka, Rajasthan, Tamil Nadu, West Bengal and Maharashtra have devised varying approaches to supplement lecture method. One institution each of Gujarat, Madhya Pradesh, Karnataka, Rajasthan, Tamil Nadu, Maharashtra and two institutions of West Bengal organise discussion lectures. One institution of Andhra Pradesh organises lectures by experts followed by discussions. One college each of West Bengal and Rajasthan has special lectures on new trends in education and extension lectures respectively. Again, one institution in Assam, supports lectures by synopses to be prepared by the student-teachers and one T.E.I. each in Madhya Pradesh and West Bengal asks for lecture resume by teacher-educators.

(ii) *Tests and assignments.* Six institutions from four States—Maharashtra, Haryana, Rajasthan and Gujarat experiment these methods. Tests and assignments are used by one college of Maharashtra whereas one institution each of Rajasthan gives subject special revision tests and weekly tests and two institutions of Gujarat give guided assignments. One institution of Haryana administers memory tests.

(iii) *Group discussions and debates.* Eleven colleges from six States—Gujarat, West Bengal, Maharashtra, Kerala, Rajasthan, Tamil Nadu, organise different types of activities covered under this group. Two

institutions of Gujarat organise forum and group discussions while another institution from the same state has the practice of having panel discussions. One institution each of Rajasthan and Tamil Nadu forms small groups of students assisted by more staff for the purpose of having discussions. Debates and the practice of questions box are popular in one institution each of West Bengal and Maharashtra. Workshops are common in one institution each of Gujarat, Kerala, Maharashtra and West Bengal.

(iv) *Essays, paper reading and book review.* These practices are in vogue in Punjab, Andhra Pradesh, Tamil Nadu, Karnataka and Uttar Pradesh though the number of colleges practising these is small that is 7. One college of Punjab asks its students to review books each week and then holds discussion on the book—reviews while student-teachers of one college of Uttar Pradesh write six essays as tutorials in a year. Paper reading is done in one college each in Uttar Pradesh, Andhra Pradesh and Tamil Nadu. Student-teachers are asked to write a research paper in one institution of Karnataka, sectional subject associations of five student-teachers are formed in one college of Tamil Nadu to read papers or to give extempore speeches.

(v) *Films.* Classroom teaching is supported by films in one college in Maharashtra while the viewing of film strips is followed by discussions in another college of Karnataka.

(vi) *Project method.* Individual and group projects are undertaken by one college each of Tamil Nadu, Maharashtra and Gujarat.

(vii) *Other methods.* Informal team-teaching and student-oriented teaching are organised in one institution each in Tamil Nadu and Gujarat, respectively. Inter-disciplinary approach is tried in one college of Maharashtra, while provision for unit programme and library period is made in another college of the same State. Functional approach to the teaching of Psychology is followed in one college of Rajasthan.

Tutorials

Tutorials are usually arranged in two ways : (i) by single teacher and (ii) under a rotating system in which the tutorial group is either rotated among the subject teachers or method masters. As many as 123 (66.5%) T.E.Is have adopted the pattern of attaching the tutorial group to a single teacher while 62 (33.5%) T.E.Is prefer the rotating system. Both the patterns

exist in all the States with the exception of Bihar, Himachal Pradesh, Jammu & Kashmir, Punjab, Tripura and the Union Territory of Chandigarh. Again, out of these States and the Union Territory of Chandigarh with the exception of Bihar and Tripura (where the practice of rotating the groups among teachers is prevalent) all have the single teacher pattern (Table 4.15). The largest number of institutions having single teacher tutorial group system (22) is in Maharashtra followed by Uttar Pradesh (16), Gujarat (13) and Tamil Nadu (12). One institution each from the states of Himachal Pradesh, Jammu & Kashmir and the Union Territory of Chandigarh supplied information regarding this item and all of them follow the practice of attaching tutorial section to a single teacher. Among the institutions preferring rotation system their largest number (11) is found in Maharashtra followed by Gujarat (9) and Uttar Pradesh and West Bengal (7 each). The minimum number of institutions preferring this system is from Madhya Pradesh, Bihar and Haryana (1 each) preceded by Karnataka, Orissa and Tripura (2 each).

Forty-eight institutions from all the States, with the exception of Kerala, Jammu & Kashmir, Himachal Pradesh, Punjab and the 3 Union Territories responded regarding the period of rotation. The data received from them illustrate that the period of rotation varies with different institutions and even within the same State. Out of 48 T.E.Is, 12 (25%) each rotate the group weekly and monthly, 9 (18.8%) rotate quarterly, five (10.4%) bi-weekly and 2 (4.2%) fortnightly. Others rotate the groups three times in a year, five times in a year etc.

Out of 143 T.E.Is which responded about the discussions being related to the subject, 121 (84.6%) T.E.Is informed that tutorials are related to the subject of the teacher and that of the group that meets. The largest number of such institutions (18, 14.9%) is in Uttar Pradesh followed by 16 (13.2%) in Gujarat and 15 (12.4%) in Maharashtra. The minimum number of such T.E.Is is in Bihar and Haryana (1 each, 0.8%) preceded by Tripura (2, 1.7%) and Assam (3, 2.5%). 22 (15.4%) T.E.Is pay no consideration to relating discussion in the tutorials to the subject of the group.

(a) Size of tutorials

Regarding the strength of each tutorial groups, only 136 have given information. As many as 49 institutions (36.0%) prefer to have 11 to 12 students in a tutorial

group, followed by 26 T.E.Is (19.1%) that have 14 to 16 students per tutorial whereas the minimum number of institutions (3,2.2% each) have 4 to 6 and 7 to 8 students in each tutorial group. Some institutions have more than 20 students in a single group. The general range for tutorial groups is between 4 to 35 in different colleges. However, eleven forms the minimum of the range in as many as 9 States and 14 in 3 States. This minimum extends between 4 to 20 students in other States. Similarly, the maximum of the range is 12 in four cases, 16 in two cases while in the remaining T.E.Is it remains between 25 to 35. (Table No. 4.16)

From the State-wise data, it is clear that in States like Gujarat, the range of students per tutorial is 4 to 30 and in Kerala and West Bengal it is 4 to 35. The highest being in Assam (20 to 30) followed by Haryana (20 to 28). A better range exists in the States of Bihar, Tripura and Jammu & Kashmir and the Union Territory of Chandigarh (11—12 each).

One institution each in Gujarat, Kerala and West Bengal have 4 to 6 students in each tutorial class while two institutions in Uttar Pradesh and one in Gujarat have 7 to 8 students in each tutorial group. Such groups are not prevalent in other States. Groups of 11—12 students are common in Andhra Pradesh, Bihar, Jammu & Kashmir, Kerala and the Union Territory of Chandigarh (1 T.E.I each), Tripura and West Bengal (2 each), Madhya Pradesh (4), Rajasthan (5), Gujarat (6), Karnataka and Uttar Pradesh (8 each) and Maharashtra (9). In five States only such tutorial groups are not formed.

Tutorial groups with 14 to 16 students are common in 8 States only. The highest number of institutions (6) with this strength of tutorials is in Gujarat followed by 5 in Maharashtra, 4 in Madhya Pradesh and 3 each in Uttar Pradesh and Rajasthan. In Orissa, Punjab, and Tamil Nadu, 1 to 2 colleges make provision for tutorials with such strength of students.

Five T.E.Is in Uttar Pradesh, 3 each in Punjab, and Maharashtra, 2 in Tamil Nadu and 1 each in Rajasthan, Karnataka, Kerala and Gujarat provide for tutorials with 18 to 20 students in a group. In the remaining States this range is not provided for. Some institutions in all the States except Bihar, Jammu & Kashmir, Orissa, Madhya Pradesh and Tripura permit tutorial group of students ranging between 20 to 35. The highest number of such institutions (9) is in West Bengal followed by 6 each in Tamil Nadu and Punjab. The least being 1 each in Gujarat and Karnataka.

(b) Frequency of tutorials

Information regarding frequency of tutorials was supplied by 163 T.E. Is. Out of these 66.9% of the institutions (109) organise tutorials weekly. Other practices like organising them fortnightly and bi-weekly are followed by 18, (11.0%) and 15 (9.2%) institutions respectively. Only four institutions (one each in Andhra Pradesh and West Bengal, and two in Maharashtra) reported that they meet for tutorials three times a week. This is preceded by seven (4.3%) institutions each having this programme daily and monthly respectively (Table 4.17).

Even within the States variation in the frequency of organising tutorials is observed. For example, in Maharashtra 16 T.E.Is organise tutorials weekly whereas one institution organises bi-weekly and two institutions organise them three times a week.

The practice of organising tutorials daily is very uncommon. It is practised by 1 institution each in Andhra Pradesh, Rajasthan and Uttar Pradesh and 2 institutions each in Maharashtra and West Bengal. Similarly, the practice of organising tutorials three times a week obtains in one institution each in Andhra Pradesh and West Bengal and 2 in Maharashtra. The number of institutions organising them bi-weekly ranges from one to four in Andhra Pradesh, Assam, Kerala, Maharashtra, Tamil Nadu, Uttar Pradesh and West Bengal.

The practice of organising tutorials weekly seems to be quite popular in all the responding States and Union Territories. The highest number of institutions having this pattern (16) is in Maharashtra followed by 14 in Uttar Pradesh and 11 each in Gujarat and Tamil Nadu. The least number of such institutions (1 each) is in Jammu and Kashmir and the Union Territory of Chandigarh and preceded by 2 in Tripura.

Tutorials are organised fortnightly in 6 institutions of Maharashtra, 3 each in Punjab and Uttar Pradesh and one each in Gujarat, Kerala, Madhya Pradesh, Karnataka, Rajasthan and Tamil Nadu. In the remaining States fortnightly tutorials are not organised.

The system of organising tutorials monthly is practised by four institutions in Maharashtra and one institution each in Gujarat, Kerala, and Karnataka monthly.

Six different combinations are practised in 31 T.E.Is of Maharashtra. A mixed pattern of five systems is popular in West Bengal and that of four in Andhra Pradesh, Gujarat, Kerala and Uttar Pradesh. A single pattern is practised in Haryana, Jammu and

Kashmir, Tripura, and the Union Territory of Chandigarh.

(c) *Number of periods devoted to tutorials per week*

Information regarding number of periods devoted to tutorials per week is supplied by 152 T.E.Is.

A large majority of T.E.Is (89, 58.6%) devote more than six periods per week on tutorials. Some of the T.E.Is have mentioned as many as 30, 36 and 50 periods per week for the purpose. Presumably they have given the total number of periods generally utilized during the whole session or a term. T.E.Is devoting more than six periods a week on tutorials are spread over in all the responding States and Union Territories except in Bihar. Only two institutions—one each in Gujarat and Kerala have clearly indicated that they devote 60 and 75

periods respectively for this purpose during the whole session (Table 4.18).

Four T.E.Is each in Maharashtra and Uttar Pradesh; three each in Rajasthan and Tamil Nadu, two in Madhya Pradesh and one each in Gujarat, Haryana and Orissa allot six periods per week for tutorials. Again, four T.E.Is in Assam, three in Tamil Nadu, two each in Andhra Pradesh, Gujarat and Rajasthan and one each in Bihar, Kerala, Maharashtra, Karnataka, Uttar Pradesh and West Bengal keep two periods per week for this. Thus, 19 (12.5%) T.E.Is each devote two and six periods respectively per week on tutorials. Ten (6.6%) T.E.Is each ranging from one to three in different States give four and five periods respectively whereas one T.E.I. each in Andhra Pradesh, Gujarat and Maharashtra devote only one period for tutorials in a week.

Table 4.1
Medium of Instruction and Examination

Sl. No.	States/Union Territories	English as medium of		Hindi as medium of		Other Languages as medium of		Languages
		Instruction	Examination	Instruction	Examination	Instruction	Examination	
1.	Andhra Pradesh	8	8	—	—	—	—	—
2.	Assam	6	6	—	—	—	—	—
3.	Bihar	2	2	2	2	1	2	Bengali Urdu
4.	Gujarat	1	8	1	8	1	22	Gujarati
5.	Haryana	5	5	5	5	—	—	—
6.	Himachal Pradesh	No Response						
7.	Jammu & Kashmir	1	1	—	—	—	—	—
8.	Kerala	16	16	—	—	2	4	Malayalam
9.	Madhya Pradesh	3	8	10	10	—	—	—
10.	Maharashtra	17	30	3	6	31	37	Marathi Gujarati Kannada
11.	Karnataka	16	16	—	—	2	7	—
12.	Orissa	4	4	—	—	—	—	—
13.	Punjab	10	10	6	10	—	3	Urdu
14.	Rajasthan	11	11	11	11	7	12	Punjabi
15.	Tamil Nadu	16	16	—	—	5	5	Tamil
16.	Tripura	2	2	—	—	—	2	Bengali
17.	Uttar Pradesh	12	26	31	31	—	1	Urdu
18.	West Bengal	15	15	—	—	12	16	Bengali
19.	(1) Chandigarh	1	1	1	1	1	1	Urdu
	(2) Delhi	No Response						
	(3) Goa, Daman & Diu	1	1	—	—	—	—	—
	Total	147	186	70	84	85	117	—

Table 4.2
Number of Sessions/Terms in an Academic Year

Sl. No.	States/Union Territories	No. division	Sessions/terms in year		
			2 Terms	3 Terms	4 Terms
1. Andhra Pradesh		—	2	6	—
2. Assam		4	—	1	—
3. Bihar		2	—	—	—
4. Gujarat		—	23	1	—
5. Haryana		1	1	3	—
6. Himachal Pradesh		No Response	—	—	—
7. Jammu & Kashmir		—	1	—	—
8. Kerala		—	1	17	—
9. Madhya Pradesh		3	3	4	—
10. Maharashtra		1	39	—	—
11. Karnataka		—	15	—	—
12. Orissa		1	1	2	—
13. Punjab		3	1	—	3
14. Rajasthan		4	3	4	—
15. Tamil Nadu		—	—	19	—
16. Tripura		2	—	—	—
17. Uttar Pradesh		9	15	7	—
18. West Bengal		12	4	3	—
19. Union Territories		—	—	—	—
(1) Chandigarh		—	—	1	—
(2) Delhi		No Response	—	—	—
(3) Goa, Daman & Diu		—	1	—	—
Total		42	110	68	3
%		18.8	49.3	30.5	1.4

Table 4.3
Number of Weeks in Two and Three Terms a Session

Sl. No.	States/Union Territories	Weeks in two term		Weeks in three terms	
		Institutions	Weeks	Institutions	Weeks
1. Andhra Pradesh		1	13:14	—	—
2. Assam		No Response	—	—	—
3. Bihar		No Response	—	—	—
4. Gujarat		1	14:15	—	—
		1	15:20	—	—
5. Haryana		—	—	1	6:11:19
6. Himachal Pradesh		No Response	—	—	—
7. Jammu & Kashmir		1	14:16	—	—
8. Kerala		—	—	1	14:15:15
		—	—	1	8:14:14
9. Madhya Pradesh		—	—	1	23:11:11
		—	—	1	18: 8:20
		—	—	1	10: 6:18
10. Maharashtra		1	16:14	—	—
		1	14:16	—	—
		1	16:20	—	—
		1	17:15	—	—
		1	20:16	—	—
		1	19:20	—	—
11. Karnataka		1	13:18	—	—
		1	15:17	—	—
		1	12:15	—	—
		2	12:19	—	—
		1	14:18	—	—
		1	16:20	—	—
12. Orissa		No Response	—	—	—
13. Punjab		No Response	—	—	—
14. Rajasthan		—	—	1	13: 8:16
		—	—	1	12:10:12
15. Tamil Nadu		No Response	—	—	—
16. Tripura		No Response	—	—	—
17. Uttar Pradesh		1	16:12	1	12: 8: 8
		1	17:18	—	—
		1	24:16	—	—
		1	9:16	—	—
		1	21:16	—	—
18. West Bengal		No Response	—	—	—
19. (1) Chandigarh		No Response	—	—	—
(2) Delhi		No Response	—	—	—
(3) Goa, Daman & Diu		No Response	—	—	—
Total		22	—	9	—

Table 4.4
Working Days in a Week

Sl. No.	States/Union Territories	Number of working days in a week			Mean	Total response
		6 days	5.5 days	5 days		
1.	Andhra Pradesh	7	1	—	5.9	8
2.	Assam	5	1	—	5.9	6
3.	Bihar	1	1	—	5.8	2
4.	Gujarat	17	—	—	6.0	17
5.	Haryana	2	—	1	5.7	3
6.	Himachal Pradesh	1	—	—	6.0	1
7.	Jammu & Kashmir	No Response	—	—	—	—
8.	Kerala	5	—	13	5.3	18
9.	Madhya Pradesh	10	—	1	5.9	11
10.	Maharashtra	32	1	1	5.7	34
11.	Karnataka	9	5	1	5.8	15
12.	Orissa	3	—	—	6.0	3
13.	Punjab	10	—	—	6.0	10
14.	Rajasthan	10	—	1	6.0	11
15.	Tamil Nadu	15	1	3	5.8	19
16.	Tripura	2	—	—	6.0	2
17.	Uttar Pradesh	22	1	5	5.8	28
18.	West Bengal	16	1	2	5.9	19
19.	(1) Chandigarh	1	—	—	6.0	1
	(2) Delhi	No Response	—	—	—	—
	(3) Goa, Daman & Diu	—	—	1	5.0	1
Total		168	12	29	5.58	209
%		80.4	5.7	13.9	—	—

Table 4.5
Number of Periods in a Teaching Day on an Average

Sl. No.	States/Union Territories	Number of periods in a teaching day							Mean	Total response
		4	5	6	7	8	9 or More			
1.	Andhra Pradesh	—	1	4	2	—	—	6.2	7	
2.	Assam	—	2	3	1	—	—	5.8	6	
3.	Bihar	—	—	2	1	—	—	6.3	3	
4.	Gujarat	2	3	11	6	2	—	6.1	24	
5.	Haryana	—	—	2	—	2	—	7.0	4	
6.	Himachal Pradesh	—	—	—	—	1	—	8.0	1	
7.	Jammu & Kashmir	No Response	—	—	—	—	—	—	—	
8.	Kerala	—	5	—	13	—	—	6.5	18	
9.	Madhya Pradesh	2	2	2	2	—	1(12)	6.2	9	
10.	Maharashtra	8	9	4	7	—	—	5.4	28	
11.	Karnataka	2	2	5	3	1	—	5.9	13	
12.	Orissa	—	—	1	1	2	—	7.3	4	
13.	Punjab	—	—	—	1	2	2	8.1	11	
14.	Rajasthan	—	—	2	2	3	1(11)	7.6	8	
15.	Tamil Nadu	—	4	7	6	1	—	6.2	18	
16.	Tripura	—	—	1	1	—	—	6.5	2	
17.	Uttar Pradesh	5	10	4	3	8	—	6.0	30	
18.	West Bengal	1	2	2	7	6	1	6.7	19	
19.	(1) Chandigarh	—	—	—	—	1	—	8.0	1	
	(2) Delhi	No Response	—	—	—	—	—	—	—	
	(3) Goa, Daman & Diu	—	1	—	—	—	—	5.0	1	
	Total	20	41	50	56	35	5	6.3	207	
	%	9.7	19.8	24.2	27.0	16.9	2.4			

Table 4.6
Duration of Each Period

Sl. No.	States/Union Territories	Duration					Range	Mean	Total response
		40'	45'	50'	55'	60'			
1.	Andhra Pradesh	—	4	2	—	1	45-60	48.6	7
2.	Assam	—	3	1	—	1	45-60	49.0	5
3.	Bihar	—	1	—	—	—	45	45.0	1
4.	Gujarat	8	13	2	1	1	40-60	44.8	25
5.	Haryana	3	1	—	—	—	40-45	41.3	4
6.	Himachal Pradesh	1	—	—	—	—	40	40.0	1
7.	Jammu & Kashmir	No Response	—	—	—	—	—	—	—
8.	Kerala	5	9	—	—	5	40-60	47.6	19
9.	Madhya Pradesh	9	2	—	—	—	40-45	41.0	11
10.	Maharashtra	8*	28	3	1	—	30-55	44.4	40
11.	Karnataka	—	5	2	1	10	45-60	54.4	18
12.	Orissa	—	4	1	—	—	45-50	46.0	5
13.	Punjab	8	2	—	—	—	40-45	41.0	10
14.	Rajasthan	3	9	—	—	—	40-45	43.8	12
15.	Tamil Nadu	2	7	2	—	8	40-60	51.3	19
16.	Tripura	—	2	—	—	—	45	45.0	2
17.	Uttar Pradesh	10	18	2	—	2	40-60	44.7	32
18.	West Bengal	—	18	1	1	—	45-55	45.8	20
19.	(1) Chandigarh	1	—	—	—	—	40	40.0	1
	(2) Delhi	No Response	—	—	—	—	—	—	—
	(3) Goa, Daman & Diu	1	—	—	—	—	40	40.0	1
Total		59	126	16	4	28	—	45.6	233
%		25.3	54.1	6.9	1.7	12.0	—	—	—

*In one institution out of these eight, the duration of each period was of 30 minutes.

Table 4.7
Periods Devoted to Theory Papers in a Week

Sl. No.	States/Union Territories	Number of periods							Total response
		Up to 12	13-18	19-24	25-30	31-36	37-42	More than 42 periods	
1.	Andhra Pradesh	1	—	4	2	—	—	—	7
2.	Assam	2	1	—	3	—	—	—	6
3.	Bihar	2	—	2	—	—	—	—	4
4.	Gujarat	4	8	6	5	—	1	—	24
5.	Haryana	1	—	—	2	—	1	1(59)	5
6.	Himachal Pradesh	No Response	—	—	—	—	—	—	1
7.	Jammu & Kashmir	—	—	—	—	—	1	—	16
8.	Kerala	2	1	7	5	1	—	—	10
9.	Madhya Pradesh	—	2	5	2	—	1	—	10
10.	Maharashtra	9	9	14	3	1	—	1(90), 1(110) 1(240), 1(100)	41
11.	Karnataka	3	6	2	2	2	1	1(126)	17
12.	Orissa	—	—	—	3	1	—	—	4
13.	Punjab	3	—	—	2	3	—	—	8
14.	Rajasthan	2	—	1	1	3	—	1(80) 3(40-48)	11
15.	Tamil Nadu	4	—	5	7	3	—	—	19
16.	Tripura	1	—	—	—	—	—	—	1
17.	Uttar Pradesh	6	1	7	9	5	2	1(50) 1(48)	32
18.	West Bengal	4	—	5	2	5	1	2(42-44) 1(46-48)	20
19.	(1) Chandigarh	—	—	—	1	—	—	—	1
	(2) Delhi	No Response	—	—	—	—	—	—	—
	(3) Goa, Daman & Diu	—	—	—	—	—	—	1(170)	1
	Total	44	28	58	49	24	8	17	228
	%	19.3	12.3	25.4	21.5	10.5	3.5	17.5	

Table 4.9
Number of Periods Devoted to Practice Teaching in a Week

Sl. No.	States/Union Territories	Number of periods per week				Number of periods per session	Total response
		1-4	5-8	9-12	13-16	17-20	
1.	Andhra Pradesh	2	1	2	—	1	1(60)
2.	Assam	1	1	—	1	1	1(50)
3.	Bihar	2	—	—	—	—	1(35)
4.	Gujarat	1	—	—	5	14	2(30), 1(21), 1(60)
5.	Haryana	—	—	2	—	—	—
6.	Himachal Pradesh	No Response	—	—	—	—	2
7.	Jammu and Kashmir	No Response	—	—	—	—	—
8.	Kerala	5	3	3	1	—	—
9.	Madhya Pradesh	—	—	1	3	1	2(40), 1(48), 1(24)
10.	Maharashtra	6	2	4	6	6	1(24), 1(30), 1(22)
11.	Karnataka	—	1	2	—	2	—
12.	Orissa	—	—	2	1	—	—
13.	Punjab	1	1	3	—	—	—
14.	Rajasthan	1	—	2	—	—	—
15.	Tamil Nadu	5	1	3	—	—	1(24), 1(48), 1(60)
16.	Tripura	No Response	—	—	—	—	—
17.	Uttar Pradesh	2	6	1	—	—	1(30), 3(48), 1(60)
18.	West Bengal	1	—	2	1	—	1(40), 6(24), 3(42), 1(36)
19.	(1) Chandigarh	No Response	—	—	—	—	1(39)
	(2) Delhi	No Response	—	—	—	—	—
	(3) Goa, Daman & Diu	No Response	—	—	—	—	—
	Total	27	16	27	18	25	34
	%	18.4	10.9	18.4	12.2	17.0	23.1
							147

Table 4.10a
Number of Periods Devoted to Practical Work related to Co-curricular Activities per Week

Sl. No.	States/Union Territories	Number of periods per week						Mean	Total response
		1	2	3	4	5	6	More than 6	
1.	Andhra Pradesh	2	2	—	—	—	2	1(5-8)	3.0 7
2.	Assam	—	2	—	—	—	—	1(10 days in all)	2.0 3
3.	Bihar	—	1	—	—	—	—	1(18 in all)	2.0 2
4.	Gujarat	5	5	4	—	—	—	1(12 in all), 1(18 in all)	1.9 16
5.	Haryana	1	4	—	—	—	—	—	1.8 5
6.	Himachal Pradesh	No Response	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	—	1(4 weeks in all)	— 1
8.	Kerala	1	—	1	1	1	3	—	4.4 7
9.	Madhya Pradesh	3	—	—	—	—	—	1(8)	2.8 4
10.	Maharashtra	6	2	1	1	—	—	1(11 in all)	1.7 11
11.	Karnataka	No Response	—	—	—	—	—	—	—
12.	Orissa	—	1	1	—	—	—	—	2.5 2
13.	Punjab	No Response	—	—	—	—	—	—	—
14.	Rajasthan	—	—	—	—	—	—	1(16 in all)	— 2
15.	Tamil Nadu	—	—	—	—	—	—	1(18 in al)	—
16.	Tripura	No Response	—	—	—	2	—	—	5.0 2
17.	Uttar Pradesh	2	2	—	1	—	—	1(7)	2.8 6
18.	West Bengal	No Response	—	—	—	—	—	—	—
19.	(1) Chandigarh	No Response	—	—	—	—	—	—	—
	(2) Delhi	No Response	—	—	—	—	—	—	—
	(3) Goa, Daman & Diu	No Response	—	—	—	—	—	—	—
	Total	20	19	7	3	3	5	11	68
	%	29.4	28.0	10.3	4.4	4.4	7.4	16.2	2.6

Table 4.10b
Number of Periods per Week Devoted to Practical Work related to Co-curricular Activities during Working Hours of T.E.Is.

Sl. No.	States/Union Territories	Number of periods per week						Mean	Total response
		1	2	3	4	5	6	More than 6	
1.	Andhra Pradesh	1	3	—	2	—	—	1(5-8)	2.5
2.	Assam	2	2	—	—	—	—	—	1.5
3.	Bihar	2	—	—	—	—	—	—	1.0
4.	Gujarat	8	2	2	—	—	1	1(18)	3.0
5.	Haryana	1	4	—	—	—	—	—	1.8
6.	Himachal Pradesh	No Response	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	—	1(2 weeks in all)	—
8.	Kerala	4	6	2	2	—	—	—	2.1
9.	Madhya Pradesh	1	2	—	—	4	—	1(16)	5.1
10.	Maharashtra	16	7	3	1	1	1	1(10)	2.1
11.	Karnataka	4	5	1	—	—	—	—	1.7
12.	Orissa	—	1	—	—	—	—	1(12)	7.0
13.	Punjab	1	1	3	1	1	—	—	3.0
14.	Rajasthan	2	—	2	—	—	—	1(18)	5.2
15.	Tamil Nadu	2	1	1	2	1	1	2(13)	5.2
16.	Tripura	1	—	1	—	—	—	—	2.0
17.	Uttar Pradesh	8	6	2	—	—	—	1(48 in all)	1.9
18.	West Bengal	1	6	2	2	—	—	1(12)	3.3
19.	(1) Chandigarh	—	—	1	—	—	—	—	3.0
	(2) Delhi	No Response	—	—	—	—	—	—	—
	(3) Goa, Daman & Diu	No Response	—	—	—	—	—	—	—
	Total	56	46	20	10	7	4	11	2.7
	%	35.5	30.3	13.2	6.6	4.6	2.6	7.2	152

Table 4.10c
Number of Periods per Week Devoted to Practical Work related to Co-curricular
Activities outside the College Hours

Sl. No.	States/Union Territories	1	2	3	4	5	6	More than 6	Total response
1.	Andhra Pradesh	1	—	—	—	—	1	—	2
2.	Assam	2	1	—	—	—	—	—	3
3.	Bihar	1	—	—	—	—	—	—	1
4.	Gujarat	2	4	—	—	—	1	—	7
5.	Haryana	No Response							
6.	Himachal Pradesh	No Response							
7.	Jammu & Kashmir	—	—	—	—	—	—	1(2 weeks in all)	1
8.	Kerala	2	—	1	1	3	—	—	7
9.	Madhya Pradesh	—	1	3	—	2	1	—	7
10.	Maharashtra	10	3	1	—	—	—	1(10), 1(11)	16
11.	Karnataka	4	2	1	—	4	—	1(10)	12
12.	Orissa	1	—	—	—	—	—	—	1
13.	Punjab	2	—	—	—	—	1	—	3
14.	Rajasthan	—	1	—	—	1	—	—	2
15.	Tamil Nadu	4	2	1	4	2	1	1(18 in all)	15
16.	Tripura	1	—	—	—	—	—	—	1
17.	Uttar Pradesh	4	3	—	1	1	—	1(2 weeks in all)	10
18.	West Bengal	2	1	2	—	—	—	—	5
19.	(1) Chandigarh	No Response							
	(2) Delhi	No Response							
	(3) Goa, Daman & Diu	No Response							
	Total	36	18	9	6	13	5	6	93
	%	38.7	19.3	9.7	6.5	13.9	5.4	6.5	

Table 4.11
Classification of Theory Papers

Sl. No.	States Union Territories	Universities	Compulsory papers	Optional method papers	Optional special fields
1	2	3	4	5	6
1.	Andhra Pradesh	Andhra	1. Principles of Education and School Organisation. 2. Educational Psychology and Health Education. 3. Current Problems in Indian Education. 4. Methods of Teaching two School Subjects.	Any two Mathematics, Social Studies Science, Telugu, Hindi, English.	Any one 1. Educational Measurement 2. School Organisation 3. Basic Education 4. Audio Visual Methods 5. Mental Hygiene 6. Educational and Vocational Guidance 7. Physical Education 8. Social Education
		Osmania	1. Foundations of Education (i) Psychological including Evaluation. 2. Foundations of Education—(ii) Philosophical and Sociological. 3. Problems of Education in India—Historical and Organisational 4. Methods of Teaching (i) 5. Methods of Teaching (ii)	Any two Hindi, Urdu, Telugu, English, Physical Science, Natural Science, Maths., Social Studies, History, Geography, Biological Sciences. <i>General*</i> Any one 1. General Language 2. Social Sciences 3. General Sciences 4. General Maths. <i>Special</i> English, Telugu, Urdu, Hindi, History, Social Studies, Biological Science, Physical Science, Optional Maths.	Any one 1. Advanced Educational Psychology 2. School Administration 3. Audio-Visual Education 4. Child Education 5. Comparative Education 6. Educational and Vocational Guidance 7. Test and Measurement. 8. Adult Education
		Sri Venkateswara	1. Principles of Education and School Organisation. 2. Educational Psychology and Health Education 3. Current Problems in Indian Education. 4. Methods of Teaching School Subjects.	Two subjects English—Social Studies Telugu—Social Studies Urdu—Social Studies English—Maths Telugu—Maths Urdu—Maths English—Physical Science Telugu—Physical Science Urdu—Physical Science English—Natural Science Telugu—Natural Science Urdu—Natural Science Maths—Physical Science Natural-Physical Science Science	1. Educational Measurement and Evaluation. 2. Audio-Visual Education 3. School Administration

* As given by one college of education

Table 4.11 (contd.)

1	2	3	4	5	6
2.	Assam	Dibrugarh	<ol style="list-style-type: none"> 1. Principles of Education. 2. Educational Psychology and Educational Statistics. 3. History of Indian Education. 4. School Organisation, Health Education and General Methods. 5. Educational Essays and Current Problems of Education. 6. Content and Methods of Teaching School Subjects. 	History, Geography, English Assamese, Maths., Bengali, Hindi, Sanskrit, Primary and Infant School Subjects, Science.	<ol style="list-style-type: none"> 1. Mental and Educational Measurement. 2. Mental Hygiene and Child Guidance 3. Comparative Education
		Gauhati	<ol style="list-style-type: none"> 1. Principles of Education 2. Educational Psychology and Educational Statistics. 3. History of Indian Education 4. General Methods, School Organisation and School Hygiene. 5. Educational Essays and Current Problems of Education. 6. Content and Methods of Teaching School Subjects. 	Any three :- (3 half papers) English, Sanskrit, Assamese, Bengali, Hindi, Urdu, Manipuri, History, Geography, Primary and Infant School subjects, General Science (Physics, Chemistry), (Botany, Zoology, Physiology, Geology), Maths, Home Science, Primary Methods (English, Geography or General Science being considered equivalent to 2 subjects).	<ol style="list-style-type: none"> 1. Educational and Mental Measurement. 2. Comparative Education. 3. Mental Hygiene and Child Guidance. 4. Social and Abnormal Psychology applied to Education.
3.	Bihar	Bhagalpur	<ol style="list-style-type: none"> 1. Principles of Education 2. Educational Psychology and Measurement. 3. School Organisation and Health Education 4. Educational Problems. 5. General Methods and Methods of Teaching any two School Subjects. 	Any two Hindi, Urdu, Sanskrit, English, History, Geography, Social Studies, Science, Maths, Elementary school subjects.	
		Bihar	<ol style="list-style-type: none"> 1. Comparative Education and History of Educational Thought and Practice. 2. General Methods of Teaching and Methods of teaching two School Subjects. 3. Educational Psychology, Educational Measurement and Guidance. 4. Educational Administration and Social and Health Education. 5. Principles of Education and Educational Sociology. 	Any two English, Hindi, Urdu, Sanskrit Marathi, History, Geography, Maths, Natural Science, Elementary Education, Social Studies, Elementary Economics, Pre-primary education.	

*As given by one college of education

Patna

1. Comparative Education and History of Educational Thought and Practice.
2. Either methods of teaching two secondary school subjects and one craft or subjects of the primary school curriculum and one craft.
3. Educational Psychology, Educational Measurement and Guidance.
4. Educational Administration and Social and Health Education.
5. Principles of Educational Sociology.

Any two

(i) Elementary Methods of teaching all primary school subjects
Or

(ii) Secondary English, Hindi, Sanskrit, Urdu, History, Geography, Social Studies, Mathematics, Science.

Ranchi

1. Theory of Education.
2. Edl Psychology and Educational Measurement.
3. School Organisation and Health Education.
4. Educational Reconstruction in India and Abroad.
5. Methods of Teaching School Subjects.

Any two

Hindi, Urdu, Sanskrit, English, History, Geography, Domestic Science, Science, Maths, Social Studies, Elementary Education.

4. Gujarat

Gujarat University

1. Philosophical, Sociological and Psychological Foundations of Education.
2. Planning Procedures and Evaluation of Instruction and Modern Trends and Problems of Education.
3. School Administration, Educational Administration and Health Education.
4. Content and Methods of & teaching any two
5. School Subjects.

Any two :

Gujarati, Hindi, English, Sanskrit, Social Studies, History, Geography, Maths, Science.

Any one :-

1. Audio-visual Education
2. Educational and Vocational Guidance.
3. School Library and Organisation.

Gujarat Vidyapeeth

- Papers 1 to 3 South Gujarat University.
4. Principles and Practice of Basic Education
- * 5. Methods of Teaching

Any two

Gujarati, Hindi, English, Maths, Science, History, Geography, Social Studies, Social Reconstruction.

1. Rural education
2. Vocational guidance.
3. Library Administration.
4. School Administration.

University of Ranchi provide Social Anthropology as an extra subject.

* Details whether Methods of Teaching is treated as one paper or more are not available. However, for the purpose of analysis, it has been treated as full one paper.

Table 4.11 (contd.)

1	2	3	4	5	6
	M. S. University of Baroda		1. Principles of classroom teaching. 2. Psychology of Learning. 3. Psychology of Development 4. Psychology of Personality 5. Health Education and Mental Hygiene 6. Philosophy and Sociology of Education. 7. Educational Testing and Measurement. 8. School Administration. 9. Historical Development of Indian Education. 10. Pre-primary and Primary Education. 11. Secondary and Higher Education.	English, Gujarati, Marathi, Hindi, Sanskrit, Social Studies, History, Geography, Maths, Science, Home Science, Commerce, Music and Art Education.	
	Sardar Patel		1. Educational Psychology and Evaluation and Measurement. 2. Theory of Education. 3. Trends in Teaching and Education. 4. Secondary School Administration and Organisation. 5. Special Methods.(2)	Paper 5. Any two : English, Hindi, Mother Tongue, Sanskrit, History, Geography, Social Studies, Science, Maths.	Paper 6. Any one. 1. Library Science. 2. Physical Education/Health Education. 3. Basic Education. 4. Experimental Education. 5. Rural Education. 6. Audio-visual Education. 7. Vocational Guidance. 8. Advanced School Administration. 9. Educational Evaluation and Testing.
	Saurashtra University		1. Philosophical, Sociological and Psychological Foundations of Education. 2. Planning, Procedures, Modern Trends and Evaluation of Instruction and Problems of Education. 3. School Administration, Educational Administration and Health Education. 4 & 5. Content and Methods of Teaching, two Subjects.	Papers 4 and 5 As in Gujarat University.	Paper 6. Any one. 1. Audio-Visual Education 2. Hostel Organisation. 3. Basic Education. 4. Social Education. 5. Art Education. 6. Educational & Vocational Guidance. 7. Library Science.
	South Gujarat University		1. Principles of Education and School Organisation. 2. Educational Psychology and Educational Measurement and Health Education. 3. Current Problems in Indian Education and Special Fields of Education. 4. Special Methods of Teaching.	Paper IV Gujarati, Hindi, Sanskrit, English, History, Geography, Maths, General Science, Mother Tongue or Regional Language, Social Studies	1. Audio-Visual Education. 2. Edl. & Voc. Guidance. 3. Psychological Testing. 4. Basic Education. 5. School Administration. 6. Mental Hygiene. 7. Organisation of Co-curricular Activities. 8. Social Education. 9. School Library Organisation. 10. Education of the Handicapped.

1. Vocational Guidance.
2. School Library Organisation.
3. Audio-Visual Education.
4. Child Guidance.

Any two :
Gujarati, English,
Sanskrit, Hindi, Social
Studies, Geography,
Marathi, Home Science,
Science, Maths.

1. Theory of Education
(Psychological)
2. Theory of Edu. (Philosophical)
3. Practice of Education
(special methods)
4. Educational Administration and
Problems of Education.
5. History of Education and a
Study of any one field of
Education
or
Principles of General Methods
of Pre-primary Education.

Any two :
English, Gujarati,
Hindi, Sanskrit,
History, Geography,
Maths., Science,
Regional Language,
Agriculture,
Smaj Nav Nirman,
Child Education.

1. Educational Psychology.
2. Principles of Education and
General Methods.
3. Principles and Techniques of
Basic Education.
4. School Organisation and
Management, Hygiene and
Administration.
5. History of Education and
Modern Problems.
- *6. Methods of Teaching.

Any two :
English, Hindi, Social
Studies, Science, Maths,
Geography, Music.

1. Principles of Education and
School Organisation.
2. Educational Psychology and
Health Education.
3. General Methods of Teaching.
4. Methods of Teaching (i)
5. Methods of Teaching (ii)

Any two :
English, Hindi, Panjabi,
Urdu, Sanskrit, General
Science, Maths., Social
Studies, Commerce,
Agriculture Music,
Biology, Physics, Chemistry,
Home Science Art,
Economics, History,
Geography,

Panjab

1. Theory and Principles of
Education.
2. Educational Psychology and
Guidance.
3. Current Problems of Indian
Education.
4. General Methods of Teaching.
5. School Organisation and
Administration.
- 6 & 7. Teaching subjects (2)

Himachal Pradesh

- 1, 2, 3, 5 and 6 of Panjab
University.

Any two :
English, Maths, General Science,
Chemistry, History, Geography,
Social Studies, Sanskrit,
Hindi.

*Details whether Methods of Teaching is treated as one paper or more are not available.
However, for the purpose of analysis, it has been treated as full one paper.

Table 4.11 (contd.)

1	2	3	4	5	6
7.	Jammu & Kashmir	University of Jammu	<p>1. Principles of Education and School Organisation</p> <p>2. Educational Psychology and Health Organisation</p> <p>3. Methods of Teaching two School Subjects</p> <p>4. a. Current Problems in Indian Education.</p> <p>b. Any one of the following options :</p> <p>(i) School Library Organisation.</p> <p>(ii) Educational and Vocational Guidance.</p> <p>(iii) Educational Administration.</p> <p>(iv) Education of the Backward Children.</p> <p>(v) Education for Rural Areas.</p> <p>(vi) Audio-Visual Methods of Education.</p> <p>(vii) Educational Measurement and Evaluation.</p> <p>(viii) Physical Education.</p> <p>(ix) Organisation of Co-curricular Activities.</p> <p>(x) Social Education.</p> <p>(xi) Basic Education.</p> <p>(xii) Mental Hygiene.</p> <p>5. Teaching of English and General Methods of Teaching.</p>	<p>Any 2 from either group A or B</p> <p>A. History and Civics, Geography, Social Studies, Economics, Maths, Hindi, or Urdu or Punjabi.</p> <p>B. Agriculture, Commerce, Home Science, Maths., Science, Geography.</p>	<p>Any one</p> <p>1. Nature Study and Everyday Science.</p> <p>2. Art and educational Handbook.</p> <p>3. Indian Music</p> <p>4. Domestic Science.</p> <p>5. Physical Education.</p>
		Kashmir University	<p>1. First and Second papers as in Jammu University.</p> <p>3.a. General Methods of Teaching.</p> <p>b. Teaching of English.</p> <p>4. Methods of Teaching (2 subjects).</p> <p>5.a. Current Problems of Indian Education.</p> <p>b. Special problems (any one) Nos. ii, iii, x, xi, iv, ix, vi of Jammu University</p>	<p>Any two</p> <p>History, Geography, Maths., Social Studies, Hindi, Urdu, Panjabi, Home Science, Science, Commerce, Economics</p>	<p>Nos. i, ii, iii, v of Jammu University.</p>
8.	Kerala	Calicut	<p>1. Foundations of Education (Psychological)</p> <p>2. Foundations of Education (Philosophical, Historical and Sociological).</p> <p>3. Education in India, School Organisation and Health Education.</p> <p>4. Methods of Teaching.</p>	<p>Any two</p> <p>Malayalam, Maths., Physical Science, Geography, History, Social Studies, Hindi, English.</p>	<p>Paper 5.</p> <p>1. Audio Visual Education.</p> <p>2. Co-curricular Activities.</p> <p>3. Measurement and Evaluation.</p>
		University of Kerala	<p>1. Foundations of Education (Philosophical & Sociological)</p> <p>2. Foundations of Education (Psychological)</p> <p>3. Current Problems in Indian Education.</p> <p>4. Methods of Teaching.</p>	<p>Any two :</p> <p>Malayalam, Hindi, English, History, Maths., Natural Science, General Science, Geography, Social Studies.</p>	

9. Madhya Pradesh	Rewa University. (Awadhesh Pratap Singh University)	<ol style="list-style-type: none"> 1. Principles and Practice of Education. 2. Educational Psychology. 3. Educational Administration, Supervision, School Organisation. 4. Modern Development in Indian Education. 5. Methodology of Teaching. 	<p>Any two : History, Geography, Civics, Economics, General Science, Maths., English, Hindi, Home Science, Drawing and Painting.</p> <p>Any two : English, Hindi, Urdu, Sanskrit, History, Geography, Civics, Maths., Economics, General Science, Biology, Physics, Chemistry, Home Science, Marathi.</p>	<ol style="list-style-type: none"> 1. Study of Educationists. 2. Audio-Visual Education. 3. Education and Vocational Guidance. 4. Evaluation and Measurement.
	Bhopal University	<p>Papers 1 & 2 as in Rewa University</p> <ol style="list-style-type: none"> 3. School Organisation. 4. Modern Developments. 5. Methods of Teaching 		
	Indore	<ol style="list-style-type: none"> 1. Principles and Practice of Education. 2. Educational Psychology. 3. School Organisation and Health Education. 4. Modern Development in Education and one special study from optional group. 5. Methodology of Teaching any two Subjects. 	<p>Any two : Hindi, Marathi, Urdu, Sanskrit, English, Social Studies, Maths., History, Geography, Civics, Economics, Home Science, Science.</p>	<p>Any one : 1. Rousseau, Dewey, Tagore, Gandhi. 2. Education in one of the following countries : U.K., U.S.S.R., U.S.A., China, Japan. 3. Audio-Visual Education. 4. Educational Administration. 5. Test and Measurement. 6. Guidance & Counselling.</p>
	Jabalpur	<ol style="list-style-type: none"> 1. Principles of Education and Basic Education 2. Educational Psychology. 3. Methodology of Teaching School Subjects. 4. School Organisation and Health Education. 5. History of Indian Education and optional courses. 	<p>Any one of the high school subjects.</p>	<ol style="list-style-type: none"> 1. School Administration. 2. Nursery Education. 3. Library Science. 4. Great Educators. 5. Educational and Vocational Guidance. 6. Educational Evaluation & Measurement.
	Jiwaji	<ol style="list-style-type: none"> 1. Principles and Practice of Education. 2. Educational Psychology. 3. School Organisation and Hygiene. 4. Modern Development in Education and Special Study. 5. Methodology & teaching. 	<p>Any two : Hindi, English, Maths., General Science, Social Studies, History, Geography, Civics, Economics, Physics, Chemistry, Biology, Home Science.</p>	<ol style="list-style-type: none"> 1. School Library Science. 2. Experimental Psychology. 3. Vocational Guidance. 4. Basic Education. 5. A. V. Education. 6. Pre-primary Education. 7. Social Education. 8. Measurement and Evaluation.

*Syllabus reads, "A final test in teaching two secondary school subjects, one of which shall be of correlated teaching". One T.E.I. has mentioned teaching of any one of the high school subjects.

*Details whether Methods of Teaching is treated as one paper or more are not available. However, for the purpose of analysis, it has been treated as full one paper.

Table 4.11 (contd.)

1	2	3	4	5	6
		Ravishankar	1. Principles of Education and School Organisation.* 2. Educational Psychology and Health Education. 3. Methodology of Teaching School Subjects. 4. Basic Education and Current Problems of Education. 5. Special Course in Education	Any two : Hindi, English, Sanskrit, Science, Maths., Biology, Home Science, Music, Physics, Chemistry, Social Studies, History, Geography, Civics, Commerce.	Nos. 1, 3, 5, 8, of Jiwaji University, Education of Gifted and Backward Children.
		Saugar	1. Principles of Education. 2. Educational Psychology. 3. Methodology of any two School Subjects. 4. Current Problems in Indian Education, School Organisation and Health Education.	Any two Hindi, Science, English, Geography, History, Maths., General Science, Civics.	1. School Administration and Supervision. 2. Basic Education. 3. Educational Evaluation and Measurement. 4. School Library Science. 5. Educational and Vocational Guidance.
		Vikram University	1. Principles and Practice of Education. 2. Educational Psychology. 3. History of Education. 4. School Organisation and Hygiene. 5. Methods of Teaching.	Any two Hindi, Marathi, Urdu, English, Sanskrit, Social Studies, Maths., Geography, History, Civics Economics. Domestic Science, Science Subjects, Music.	1. Audio-Visual Education/Aids 2. Test and Measurement. 3. Educational Administration. 4. Tagore. 5. Gandhi. 6. U.S.S.R.
10.	Maharashtra	Bombay	1. Theory of Education (Psychological) I. Educational Psychology II. Experimental Psychology and Statistics. 2. Theory of Education (Philosophical) I. Principles of Education. II. General Methods. 3. Educational Administration and Management II. School Hygiene and Educational Administration. 4. History of Education and a special study of any one field of Education. 5. Practice of Education.	Any two English, Marathi, Hindi, Sanskrit, Urdu, Maths., History, Geography, French, Gujarati, Statistics, Hygiene, Science, Persian, Technical Subjects, Commercial Subjects, Home Science, Agriculture, Indian Administration and Civics or method in any one of the following crafts in lieu of social methods : Card Board Work, and Book Binding, Leather work, Cane and Bamboo work, Needle work.	1. Educational and Vocational Guidance. 2. Child Guidance. 3. Social Education. 4. History of Education in India ancient, medieval and modern from 1854 onward. 5. Education of the Handicapped. 6. Basic Education.
		Marathwada	1. Philosophical and Sociological Foundations of Education. 2. Psychological Foundations of Education. 3. School Organisation and Educational Structure. 4. Methods of Instruction and Evaluation Procedures. 5. Methodology of Special Subjects.	Any two : Marathi, English, Hindi, Sanskrit, Maths., Science, Geography, Persian, Urdu, History.	

*Some of the TELs have given somewhat different titles.

Nagpur	1. Principles and Practice of Education. 2. Educational Psychology and Educational Measurement. 3. School Organisation and Health Education. 4. *Current Trends in Secondary Education and special fields. Any one. 1. Educational and Vocational Guidance. 2. Educational Measurement & Evaluation. 3. Education of the Backward Children. 5. Methods of Teaching School Subjects.	Any two Science, English, Maths., Marathi, History, Hindi, Physics, Chemistry, Civics, Economics, Geography, Sanskrit, Home Science, Agriculture, Commerce.
Poona	1. Theory of Education (Psychological) 2. Theory of Education (Philosophical) 3. Administration and Problems of Education. (1) School Organisation, Management and Hygiene (2) Educational Administration in Maharashtra State. 4. Practice of Education.	Any two : Marathi, Hindi, Sanskrit, English, Maths., Science, History, Geography.
Shivaji	1. Educational Psychology. 2. Philosophy and Sociology of Education. 3. School Organisation and Problems in India Education. 4. Special Methods of Teaching.	Any two : English, Marathi, History, Geography, Maths., Science, Hindi, Sanskrit, Agriculture, Commerce.
S.N.D.T.	As given earlier.	Paper 5. Any one. 1. Rural Education. 2. Audio-Visual Education 3. Physical Education. 4. Educational and Vocational Guidance. 5. Child Guidance. 6. Education of the Handicapped Children. 7. School Library Science.
11. Karnataka	Bangalore	Any two : English, Kannada, History, Geography, Physical Science, Chemistry, Biological Science, Maths., Home Science.
4 & 5		Special Subjects I & II

*In many colleges papers at serial numbers 3 and 4 are given as one paper and a paper on Methods of Instruction and Evaluation is given.

Table 4.11 (contd.)

1	2	3	4	5	6
	Karnataka	1. First three papers as in Bombay University. 4. Education in India (i) History of Education. (ii) Current Indian Education. 5. Practice of Education		Any two : English, Hindi, Marathi, Kannada, Sanskrit, Urdu, History, Geography, Maths., Science.	
	Mysore	1. Principles and Practice of Education. 2. Educational Psychology and Mental and Educational Measurement. 3. Educational Organisation-Administration and School Management. 4. Methods of Teaching & 5 Special Subjects.		Any two : Social Studies, Kannada, English, General Science, Physical Science, History, Maths., Biological Science, Social Studies, Geography.	Any one. 1. Basic Education. 2. Nursery Education. 3. Adult Education. 4. Audio-Visual Education. 5. Experimental Education. 6. Educational and Vocational Guidance. 7. Evaluation and Test Construction. 8. Social Education. 9. Health & Physical Education. 10. Teacher Education. 11. Pre-primary Education. 12. School Library Organisation. 13. Principles and Organisation of Curricular Activities.
12.	Orissa	1. Principles of Education and School Organisation. 2. Educational Psychology and Health Education. 3. Methods of Teaching General and 2 School Subjects. 4. Current Problems in Indian Education.		Any two : Oriya, English, History, Geography, Maths., Science.	
	Utkal	1. Principles of Education and School Organisation. 2. Educational Psychology and Health Education. 3. Methods of Teaching : General and Special. 4. Current Problems in Indian Education.		Any two : English, Oriya, History, Geography, Social Studies, Maths., General Science.	
13.	Punjab	Guru Nank Dev	As in Punjab		
	Punjab	As given earlier.			
	Punjab	1. Principles of Basic Education. 2. Educational Psychology. 3. Indian Education. 4. G. Methods of Teaching and School Organisation. 5. Educational and Vocational Guidance and Measurement. **6. Methods of Teaching.		English, Hindi, Panjabi, General Science, Maths., Social Studies, Economics, History, Geography.	

* A few colleges have mentioned 'Historical Development of Education in India and School Management' in place of No. 3.

**Details whether Methods of Teaching is treated as one paper or more are not available. However, for the purpose of analysis, it has been treated as full one paper.

14.	Rajasthan	Jodhpur	<ol style="list-style-type: none"> 1. Educational Psychology. 2. Educational Methodology and Measurement. 3. Principles and Foundations of Education. 4. Problems of Indian Education. 5. School Administration, Organisation and Health Education. 6. Methods of Teaching at <ol style="list-style-type: none"> (a) Ordinary level. (b) Advance level. 	<p>Any two : Ordinary Level. Hindi, Sanskrit, English. Social Studies, History, Civics, Geography, Maths., Physics, Chemistry, Biology, General Science, Home Science, Art, Music, Economics, Commerce or</p> <p>Any one : Advance level. English, Hindi, Maths., Science, Home Science.</p>	<p>Any one : 1. Measurement and Evaluation. 2. Educational and Vocational Guidance. 3. Library Science for School Libraries. 4. Infant Education. 5. Physical Education. 6. Basic Education. 7. Audio-Visual Education. 8. Elementary Education. 9. Social Education.</p>
	Rajasthan		<ol style="list-style-type: none"> 1. Principles of Education and School Organisation. 2. Educational Psychology and Health Education. 3. Current Problems in Education. 4. Principles and Methods of Teaching two Subjects. 	<p>Any two : Hindi, English, Sanskrit, Social Studies, History, Geography, Maths., Physics, Chemistry, Biology, General Science, Civics, Domestic Science, Art, Music, Economics, Book Keeping, Commercial Practice.</p>	<p>Any one : 1. Educational and Vocational Guidance. 2. Basic Education. 3. Social Education. 4. Physical Education. 5. School Library Organisation. 6. Audio-Visual Education. 7. Education of the Exceptional Children. 8. Rural Education. 9. Experimental Psychology. 10. Measurement and Evaluation. 11. Pre-school Education. 12. Teaching of any one of the following. Hindi, English, Social Studies, History, Geography, Civics, Maths., Physics, Chemistry, Biology, General Science, Domestic Science, Economics, Commerce, Art, Sanskrit, Music, Art and Craft.</p>
		Udaipur	As in Rajasthan University.	Any two as in Rajasthan University except Book Keeping and Commercial Practice.	As in Rajasthan University except No. 4 Education of the Backward children
15.	Tamil Nadu	Annamalai	<ol style="list-style-type: none"> 1. Theory of Education and School Organisation and Citizenship Training. 2. Educational Psychology and Educational Sociology. 3. General Methods, Health Education and Physical Education. 4. Special Methods of 5. Teaching two Subjects. 	<p>Any two : Tamil, A classical Language, English, Maths. Physical Science, Natural Science, History, Geography, Basic Education Home Science, Music, Technical subjects, (Agriculture, Commerce, Engineering etc.) Arts and Crafts.</p>	

Table 4.11 (contd.)

1	2	3	4	5	6
		Madras	1. Foundations of Education ; Educational Psychology and Evaluation. 2. Foundations of Education : Philosophical and Sociological. 3. Education in India. 4. Social Methods of & 5. Teaching two subjects.	Any two : As in Annamalai University	
		Madurai	As in Madras University.	Any two : As in Annamalai University.	
16.	Tripura	Calcutta University	1. Principles of Education. 2. Educational Psychology. 3. School Organisation and Health Education. 4. History of Educational Ideas and Methods with special reference to Current Problems. 5&6. Methods of Teaching.	Any two Physics, Chemistry, Biology, Geography, Maths., Psychology, History, Social Studies, English, Bengali, Economics.	Special Group. 1. Mental Hygiene. 2. Educational & Mental Measurement. 3. Education in Ancient and Modern India. 4. Comparative Education.
		Education Directorate	(P.G. Basic Training Course) 1&2 as in Calcutta University 3. School Organisation and Administration. *4. Methods of Teaching.	Any two : English, Bengali, History, Geography, Maths., Science, Social Studies.	Any one : 1. Social Education. 2. History of Education. 3. Comparative Education. 4. Vocational Guidance 5. Mental and Educational Measurement
17.	Uttar Pradesh	Agra University	1. Principles of Education. 2. Educational Psychology. 3. Problems of Indian Education. 4. School Administration, Organisation and Health Education. 5. Methods of Teaching two School Subjects.	Paper 5 At Advanced Level Science, Hindi. English, Maths., Domestic Science. Ordinary Level English, Civics, Maths. Science, Hindi, History, Geography, Home Science, Commerce, Arts and Crafts, Social Studies, Economics, Sanskrit, Music.	1. Measurement and Evaluation. 2. Infant Education. 3. School Library Organisation. 4. Guidance and Counselling. 5. Action Research.
		Aligarh	Papers 1, 2, 3 and 4 as in Agra University 5 Teaching of two & 6. School Subjects.	Any two English, History, Geography, Science, Maths., Urdu, Hindi, Civics, Home Science.	

Banaras Hindu University	<ol style="list-style-type: none"> 1. Principles of Education. 2. History of Education. 3. Methods of Teaching. 4. School Management and Hygiene. 5. Educational Psychology. 	Any two school subjects.	<p>Special Course.</p> <p>Methods of teaching any one subject of high school curriculum or any one of the following :</p> <ol style="list-style-type: none"> 1. Basic Education. 2. Infant Education. 3. Physical Education. 4. Linguistic Pedagogy 5. Abnormal and Social Psychology. 6. Experimental Education. 7. Educational & Vocational Guidance. <p>Special Subjects.</p> <p>Hindi.</p> <p>Sanskrit.</p> <p>Maths.</p> <p>English.</p> <p>History.</p> <p>Music.</p> <p>Science.</p> <p>Geography.</p> <p>Sculpture & Clay modelling.</p> <p>Spining and Weaving.</p> <p>Domestic Science.</p> <p>Art.</p>
Gorakhpur	<ol style="list-style-type: none"> 1. Educational Psychology. 2. Foundations of Education. 3. School Organisation and Health Education. 4. Western Educational Thought and Development of Indian Education. 5. Methods of Teaching— <ol style="list-style-type: none"> (a) Fundamentals of Teaching (b) Methods of Teaching School Subjects. 	All School Subjects e.g. English, Hindi, Sanskrit, Geography, History, Civics, Economics, Science, Maths., Arts, Music, Home Science, Science, Urdu.	<p>Specialization in the teaching of any one school subject.</p>
Kanpur	<ol style="list-style-type: none"> 1. Philosophical & Sociological Basis of Education. 2. Educational Psychology. 3. History and Problems of Indian Education. 4. School Administration and Supervision and Health Education. 5. Teaching Methods (2 subjects) 	Any two : Hindi, English, Sanskrit, Maths, General Science, History, Geography, Civics, Economics, Commerce, Home Science, Arts and Crafts, Music.	<p>Any one :</p> <ol style="list-style-type: none"> 1. Measurement and Evaluation 2. Nursery Education. 3. School Library Science. 4. Guidance and Counselling 5. Action Research. 6. Experimental Education. 7. Educational Statistics.
Lucknow	<ol style="list-style-type: none"> 1. Educational Psychology 2. History of Education. 3. Principles of Education. 4. Secondary School Organisation and Health Education. 5. Methods of Teaching. 	English, Hindi, History, Geography, Science, Maths., Sanskrit, Economics, Civics.	<p>Special subjects. Details not given.</p>

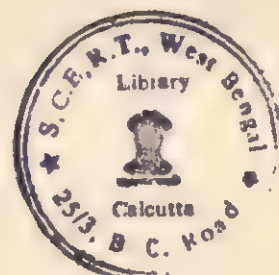


Table 4.11 (Contd.)

1	2	3	4	5	6
		Meerut	<ol style="list-style-type: none"> 1. Theory of Education. 2. Educational Psychology. 3. Modern Indian Education. 4. Principles and Methodology of Teaching School Subjects at Secondary Level. 5. Curriculum Construction. 	<p>Any two*</p> <p>English, Hindi, History, Geography, Civics, Science, Maths., Sanskrit, Economics, General Science.</p>	<p>Any one</p> <ol style="list-style-type: none"> 1. Action Research 2. Measurement and Evaluation. 3. Guidance and counselling.
		Sanskrit	<ol style="list-style-type: none"> 1. School Management & Hygiene. 2. Principles of Education. 3. Methods of Teaching. 4. Educational Psychology. 5. History of Education (Indian and Western) 	<p>Sanskrit, Hindi, History, Geography, Maths.</p>	
		State Deptt. of Education (L.T. Course)	<ol style="list-style-type: none"> 1. Theory of Education and Educational Measurement. 2. Educational Psychology with Experimental Work. 3. Comparative Education. 4. Principles and Methods of Teaching. 5. School Administration and Health Education 		<p>Any one</p> <p>Specialization in any one school subject</p>
18.	West Bengal	Burdwan	<ol style="list-style-type: none"> 1. Principles and Practices of Education. 2. Educational Psychology. 3. Problems of Indian Education. 4. Content and Methods of Teaching. *5. General Methods, School Organisation & School Hygiene. **6. Essay & Composition. 	<p>Any two</p> <p>Bengali, English, History, Hindi, Sanskrit, Geography, Social Studies, General Science, Physics, Chemistry, Biology, Physiology and Hygiene, Economics Civics, Maths., Logic, Fine Arts, Music, Psychology, Home Science. Commerce including Business Methods and Correspondence, Book Keeping etc.</p>	<p>Any one</p> <ol style="list-style-type: none"> 1. Educational Measurement and Evaluation. 2. Educational & Vocational Guidance. 3. Audio-Visual Education. 4. Mental Hygiene and Child Guidance. 5. Educational Administration and Inspection. 6. Comparative Education. 7. Social Education. 8. School Library Organisation. 9. Education of the Backward Children. 10. Pre-primary Education. 11. Social and Abnormal Psychology applied to Education.

*One college of education provides 'methods of teaching' at advanced and ordinary levels.

**Papers Nos. 5 and 6 are mentioned by two colleges of education only.

Calcutta	<p>1 & 2 as in Burdwan University.</p> <ol style="list-style-type: none"> General Methods, School Organisation and Health Education. History of Educational Ideas and Methods with special reference to current Problems. Content and Methods of Teaching. 	Any two Assamese, Nepali, French or German, Pali or Arabic or Persian or Latin, The rest as in Burdwan University.	<p>Paper 7 Nos. 2, 6, 7, and 10 as in Burdwan University.</p> <ol style="list-style-type: none"> Mental and Educational Measurement. Mental Hygiene. Education in Ancient and Modern India. Social and Abnormal Psychology.
Kalyani	<ol style="list-style-type: none"> Principles of Education. 3 and 4 papers as in Calcutta University. 5 & 6. Methods of Teaching. 	Bengali, Sanskrit, Maths., Geography, Physics, Chemistry, Biology, Art and Crafts, English, Commerce, Economics.	Nos. 1, 4, 2, 9, as in Burdwan University.
North Bengal	<ol style="list-style-type: none"> Principles of Education. Educational Psychology. History of Indian Education. General Methods, School Organisation and Health Education. Methods of Teaching 	Any two Bengali, English, History, Social Studies, Maths, Arts and Crafts, Science, Nepali, Geography, Physical Science, Biological Science.	Any one : <ol style="list-style-type: none"> Mental Educational Measurement Mental Hygiene. Vocational & Educational Guidance. Art Education. Comparative Education. Education of the Backward Children. Educational Administration & Inspection. Social Education.
State Deptt. of Education	<ol style="list-style-type: none"> 1 and 2 as in North Bengal University. General Methods, School Organisation and Health Education. History of Education. Methods of Teaching. 	English, Mother Tongue, History, Geography, Sanskrit, Science, Maths., Social Studies.	<ol style="list-style-type: none"> Teacher Education. Educational Supervision. Educational Statistics and Measurement Audio Visual Education. Library Organisation. <p>Nos. 6 and 7 are the same as Nos. 2 and 3, of North Bengal University.</p> <ol style="list-style-type: none"> Education in Ancient and Modern India. Social Education, Basic and Nursery Education. History of Teaching.

Table 4.11 (Contd.)

1	2	3	4	5	6
		Vishva Bharati	1. Principles of Education. 2. Educational Psychology. 3. Current Problems in Indian Education. 4. Methods of Teaching 2 School Subjects.	Any two Details not given	Paper 5. Physical Education. Social Education. Rural Education. Co-curricular Activities. Educational Measurement. Guidance & Counselling. Tagore Education.
19. Chandigarh		Punjab	As given earlier	Any two English, Hindi, Punjabi, Sanskrit, Social Studies, History, Geography, Chemistry, General Science, Maths, Fine Arts, Home Science	
20. Delhi		Delhi	1. Principles of Education. 2. Educational Psychology. 3. Modern Indian Education. 4. Methods of Teaching any two school subjects.	Any two Mother tongue, English, Maths. Physical Science, Biological Science, General Science, History, Geography, Civics, Economics, Physiology & Hygiene, Social Studies, Sanskrit	Paper 5. Any one. 1. Social Education. 2. Physical Education. 3. Early Childhood Education, 4. Audio Visual Education. 5. School Library Organisation. 6. Basic Education. 7. Organisation of Co-curricular Activities. 8. Education of the Backward Children.
21. Goa, Daman and Diu.		Jamia Millia Bombay University	1. Principles of Education. 2. Educational Psychology. 3. Current Problems in Indian Education. 4. & 5 Teaching of School Subjects.	Any two Hindi, Urdu, English, Physics, Chemistry, History, Geography, Social Studies, Maths, Biological Science.	Details not available

Source : Directory of Post-Graduate Teacher Education Institutions and Courses, L.C. Singh and D. N. Khosla. Deptt of Teacher Education, N.C.E.R.T., New Delhi, Revised Edition, 1972

Table 4.12

General Orientation Programme in Teacher Education for Students before Teaching them Theory Papers

Sl. No.	States/Union Territories	General orientation	No. orientation	Total response
1.	Andhra Pradesh	5	2	7
2.	Assam	1	5	6
3.	Bihar	1	3	4
4.	Gujarat	13	11	24
5.	Haryana	1	3	4
6.	Himachal Pradesh	—	1	1
7.	Jammu & Kashmir	1	—	1
8.	Kerala	7	7	14
9.	Madhya Pradesh	7	3	10
10.	Maharashtra	25	13	38
11.	Karnataka	8	11	19
12.	Orissa	3	2	5
13.	Punjab	4	8	12
14.	Rajasthan	10	2	12
15.	Tamil Nadu	8	9	17
16.	Tripura	1	1	2
17.	Uttar Pradesh	11	20	31
18.	West Bengal	5	14	19
19.	(1) Chandigarh	—	1	1
	(2) Delhi	1	—	1
	(3) Goa, Daman & Diu	—	1	1
	Total	112	117	229
	Percentage	48.9	51.1	

Table 4.13
Time Devoted to General Orientation Programme

Sl. No.	States/Union Territories	Time Spent in days				Time Spent in Weeks				Of er responses	Total response
		2	3	4	10-12 days	1	2	3	4		
1.	Andhra Pradesh	1	—	—	—	—	—	—	—	—	1
2.	Assam	1	—	—	—	2	—	—	—	—	3
3.	Bihar	—	—	1	—	1	—	—	—	—	2
4.	Gujarat	—	2	—	2	7	2	—	—	1 (one period daily for one month)	14
5.	Haryana	—	1	—	—	—	—	—	—	—	1
6.	Himachal Pradesh	—	No Response				—	—	—	—	—
7.	Jammu & Kashmir	—	—	—	—	—	1	—	—	—	1
8.	Kerala	1	—	—	—	2	—	—	—	—	3
9.	Madhya Pradesh	—	—	—	—	—	2	1	—	1 (90 days) 1 (1½ months)	8
10.	Maharashtra	—	—	2	1	7	14	2	1	3 (one period daily for one month) 1 (full day)	29
11.	Karnataka	—	—	—	—	4	2	1	—	1 (General and library time)	—
12.	Orissa	—	—	—	—	3	—	—	—	—	7
13.	Punjab	—	1	1	—	2	—	—	—	—	3
14.	Rajasthan	—	—	—	—	4	3	—	—	—	4
15.	Tamil Nadu	1	1	—	—	2	1	—	3	—	10
16.	Tripura	1	—	—	—	—	—	—	—	1 (full day)	—
17.	Uttar Pradesh	—	—	—	—	1	—	—	—	1 (one period daily throughout the year)	2
18.	West Bengal	—	—	—	—	3	2	1	2	—	8
19.	(1) Chandigarh	—	No Response				3	—	—	—	3
(2)	Delhi	—	—	—	—	1	—	—	—	—	—
(3)	Goa, Daman & Diu	—	No Response				—	—	—	—	1
Total		5	5	4	3	42	27	5	6	10	107
Percentage		4.7	4.7	3.7	2.8	39.2	25.2	4.7	5.6	9.3	

Table 4.14
Methods Adopted in Teaching Theory Papers

(Multiple response)

S. No.	States/Union Territories	<i>Methods and techniques</i>				
		<i>Lectures</i>	<i>Tutorials</i>	<i>Team teaching</i>	<i>Supervised self study</i>	<i>Seminar, symposia & discussion</i>
1.	Andhra Pradesh	8	5	1	2	6
2.	Assam	5	6	1	—	6
3.	Bihar	3	—	—	1	2
4.	Gujarat	21	20	7	9	17
5.	Haryana	4	2	—	—	2
6.	Himachal Pradesh	No Response				
7.	Jammu & Kashmir	1	—	—	—	—
8.	Kerala	18	10	6	9	13
9.	Madhya Pradesh	10	7	2	4	5
10.	Maharashtra	35	29	8	12	28
11.	Karnataka	18	10	2	12	13
12.	Orissa	5	3	—	—	3
13.	Punjab	11	3	—	1	9
14.	Rajasthan	10	10	—	5	7
15.	Tamil Nadu	16	18	3	9	11
16.	Tripura	2	2	—	—	1
17.	Uttar Pradesh	31	22	4	9	19
18.	West Bengal	18	12	1	2	13
19.	(1) Chandigarh	1	—	—	—	1
	(2) Delhi	No Response				
	(3) Goa, Daman and Diu	1	—	—	—	1
	Total	218	159	35	75	157

Table 4.15
Nature of Tutorials

Sl. No.	States/Union Territories	Single teacher	Rotation	Period of Rotation	Subject group	No consideration
1.	Andhra Pradesh	3	3	1 weekly 1 biweekly	5	—
2.	Assam	2	4	1 biweekly 1 monthly 1 weekly 1 quarterly	3	3
3.	Bihar	—	1	1 fortnightly	1	—
4.	Gujarat	13	9	1 weekly 1 monthly 5 quarterly 1 half yearly 1 three times a year	16	2
5.	Haryana	4	1	1 monthly	1	1
6.	Himachal Pradesh	1	—	—	—	—
7.	Jammu & Kashmir	1	—	—	—	—
8.	Kerala	6	4	—	8	1
9.	Madhya Pradesh	9	1	1 biweekly	7	2
10.	Maharashtra	22	11	2 biweekly 2 monthly 2 quarterly 3 three times a week 1 five times a year	15	6
11.	Karnataka	10	2	1 weekly 1 monthly	9	1
12.	Orissa	2	2	1 weekly 1 monthly	4	—
13.	Punjab	10	—	—	5	3
14.	Rajasthan	5	4	2 weekly 1 fortnightly 1 after 3 weekly	7	—
15.	Tamil Nadu	12	4	1 weekly 1 five times a year	12	—
16.	Tripura	—	2	1 monthly	2	—
17.	Uttar Pradesh	16	7	3 weekly 1 monthly	18	1
18.	West Bengal	6	7	1 weekly 3 monthly 1 quarterly	8	1
19.	(1) Chandigarh	1	—	—	—	1
	(2) Delhi	No Response	—	—	—	—
	(3) Goa, Daman & Diu	No Response	—	—	—	—
	Total	123	62	48	121	22
	Percentage	66.5	33.5		84.6	15.4

Table 4.16

Strength of each Section of Tutorials

Sl. No.	States/Union Territories	Number of students in each section					Range	Total Response
		4-6	7-8	11-12	14-16	18-20	More than 20	
1.	Andhra Pradesh	—	—	1	—	—	2(25 to 30)	3
2.	Assam	—	—	—	—	—	1(20 to 25) 1(25 to 30) 1 (30)	3
3.	Bihar	—	—	1	—	—	—	1
4.	Gujarat	1	1	6	6	1	1 (30)	16
5.	Haryana	—	—	—	—	—	1 20 to 25) 1 (28)	2
6.	Himachal Pradesh	No Response						
7.	Jammu and Kashmir	—	—	1	—	—	—	1
8.	Kerala	1	—	1	—	1	1 (30) 1 (35)	5
9.	Madhya Pradesh	—	—	4	4	—	—	8
10.	Maharashtra	—	—	9	5	3	2 (30)	19
11.	Karnataka	—	—	8	—	1	1 (25)	10
12.	Orissa	—	—	—	2	—	—	2
13.	Punjab	—	—	—	1	3	4 (20 to 25) 2 (30)	10
14.	Rajasthan	—	—	5	3	1	1 (25) 1 (20 to 25)	11
15.	Tamil Nadu	—	—	—	2	2	1 (25), 4 (30) 1 (35)	10
16.	Tripura	—	—	2	—	—	—	2
17.	Uttar Pradesh	—	2	8	3	5	1 (25) 1 (20 to 25)	20
18.	West Bengal	1	—	2	—	—	2 (20 to 25) 1 (25 to 30) 3(25), 1 (30 to 35) 2 (30)	12
19.	(1) Chandigarh	—	—	1	—	—	—	1
	(2) Delhi	No Response						
	(3) Goa, Daman & Diu	No Response						
	Total	3		49	26	17	38	136
	Percentage	2.2		2.2	19.1	12.5	27.9	

Table 4.17
Frequency of Tutorials

Sl. No. States Union Territories	Daily	Weekly	Bi-weekly	Three times a week	Fortnightly	Monthly	Other responses	Total response
1. Andhra Pradesh	1	4	1	1	—	—	—	7
2. Assam	—	5	1	—	—	—	—	6
3. Bihar	No Response				—	—	—	—
4. Gujarat	—	11	—	—	1	1	1 (10 times a year)	14
5. Haryana	—	3	—	—	—	—	—	3
6. Himachal Pradesh	No Response				—	—	—	—
7. Jammu & Kashmir	—	1	—	—	—	—	—	1
8. Kerala	—	4	2	—	1	1	—	8
9. Madhya Pradesh	—	9	—	—	1	—	—	10
10. Maharashtra	2	16	1	2	6	4	—	31
11. Karnataka (Mysore)	—	6	—	—	1	1	—	8
12. Orissa	—	3	—	—	—	—	1 (four times a week)	4
13. Punjab	—	7	—	—	3	—	—	10
14. Rajasthan	1	5	—	—	1	—	—	7
15. Tamil Nadu	—	11	3	—	1	—	—	15
16. Tripura	—	2	—	—	—	—	—	2
17. Uttar Pradesh	1	14	3	—	3	—	—	21
18. West Bengal	2	7	4	1	—	—	1 (one month intensive)	15
19. Union Territories								
(1) Chandigarh	—	1	—	—	—	—	—	1
(2) Delhi	No Response				—	—	—	—
(3) Goa, Daman & Diu	No Response				—	—	—	—
Total	7	109	15	4	18	7	3	163
Percentage	4.3	66.9	9.2	2.5	11.0	4.3	1.8	

Table 4.18

Number of Periods Devoted to Tutorials per Week

Sl. No.	States / Union Territories	Number of periods devoted to tutorials per week					Other responses	Total response
		1	2	3	4	5	more than 6	
1.	Andhra Pradesh	1	2	—	1	—	1 (8)	5
2.	Assam	—	4	1	—	—	1 (8)	6
3.	Bihar	—	1	—	—	—	—	1
4.	Gujarat	1	2	3	1	1	1 (7) 1 (16) 1 (10) 4 (12)	1 (60 in all) 16
5.	Haryana	—	—	—	—	1	1 (16)	2
6.	Himachal Pradesh	No Response					—	—
7.	Jammu & Kashmir	—	—	—	—	—	1 (20)	1
8.	Kerala	—	1	—	—	—	1 (18) 1 (7) 1 (30) 1 (36)	1 (75 in all) 6
9.	Madhya Pradesh	—	—	—	—	2	2 (12) 2 (11) 2 (8) 1 (15) 1 (10) 1 (30)	11
10.	Maharashtra	1	1	1	1	4	3 (8) 4 (10) 1 (25) 1 (9) 1 (18) 1 (50) 3 (7) 3 (20)	25
11.	Karnataka (Mysore)	—	1	—	—	—	2 (7) 1 (28) 3 (10) 1 (8)	8
12.	Orissa	—	—	—	1	1	1 (8) 1 (10)	4
13.	Punjab	—	—	1	1	—	1 (15) 1 (7) 1 (16) 2 (8) 1 (25) 1 (12)	9
14.	Rajasthan	—	2	1	1	3	2 (7) 1 (12) 1 (8) 1 (20)	12 11
15.	Tamil Nadu	—	3	1	1	3	2 (7) 1 (15)	—
16.	Tripura	—	—	—	—	—	2 (10)	2
17.	Uttar Pradesh	—	1	—	—	4	3 (8) 3 (12) 5 (10) 1 (15) 2 (7)	19
18.	West Bengal	—	1	2	3	—	2 (8) 1 (7) 1 (15) 1 (24) 1 (30) 1 (10)	13
19.	Union Territories							
	(1) Chandigarh	—	—	—	—	—	1 (24)	1
	(2) Delhi	No Response					—	—
	(3) Goa, Daman & Diu	No Response					—	—
Total		3	19	10	10	19	89	152
Percentage		2.0	12.5	6.6	6.6	12.5	58.6	1.3

CHAPTER V

Student Teaching

THE position with regard to various important aspects of student-teaching such as its organisation, preparation for teaching, demonstrative teaching, criticism lessons, lesson planning, supervision etc. is presented in this chapter.

Organisation of Student Teaching

This aspect comprises information on items like the number of subjects a student-teacher teaches, different patterns of student-teaching, the nature of practising schools, the assistance given by the school teachers in this programme etc.

The number of subjects which each trainee is required to practise varies from one to three. In 220 (86.6%) T.E.Is students practise two subjects while 21 (8.3%) T.E.Is make provision for the teaching of one subject and in 12 (4.7%) T.E.Is student-teachers are required to teach three subjects. Only one institution of U. P. reported that its student-teachers teach more than three subjects (Table (5.1)).

The practice of teaching two subjects is prevalent in all the responding states and union territories except Himachal Pradesh and Jammu and Kashmir. The largest number of T.E.Is (41) where this practice obtains are in Maharashtra followed by 29 in Uttar Pradesh and 22 in West Bengal. In Gujarat, Karnataka, Kerala and Tamil Nadu also, the number of such institutions is quite large (20, 17, 15, 15 respectively).

Seven institutions of Maharashtra specified that fresher student-teachers have to teach two subjects. Similarly, 11 institutions of Rajasthan have stated that the two subjects which the trainees are required to teach are treated at ordinary level.

In 21 (8.3%) T.E.Is located in 9 States (Bihar, Gujarat, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan and Uttar Pradesh, trainees are required to teach only one subject. In Rajasthan and Uttar Pradesh, the teaching of one subject is at an advanced level. In Maharashtra one T.E.I specifically mentioned that experienced teachers are required to practise one subject for teaching.

In a few States (Andhra Pradesh, Assam, Jammu and Kashmir, Madhya Pradesh, Tamil Nadu and Uttar Pradesh) trainees teach three subjects while in another institution of Uttar Pradesh trainees teach more than three subjects.

A combination of two practices of requiring the students to practise teaching of *two or three* subjects is common in Andhra Pradesh, Assam and Tamil Nadu. In Bihar, Gujarat, Kerala, Maharashtra, Karnataka and Rajasthan student-teachers have to take one or two teaching subjects. In Uttar Pradesh a variety of all the four practices is popular, whereas Haryana, Orissa, Punjab, Tripura and West Bengal and all the three Union Territories have one practice only of allowing students to offer two teaching subjects. Similarly in Himachal Pradesh single practice of allowing students to take one paper and in Jammu and Kashmir of three subjects is prevalent.

On an average each trainee is required to teach two subjects, with the maximum average of three subjects in Jammu and Kashmir followed by 2.5 in Assam. The least average number of subjects (1) is to be taught by student-teachers in Himachal Pradesh.

Number of Lessons to be Taught

232 T.E.Is reported about the number of lessons a trainee is required to teach in each subject. The number of lessons is either decided separately for each subject or for all the teaching subjects together. The former practice is prevalent in all the responding States and Union Territories. The largest number of institutions (62, 26.7%) have prescribed 15 lessons for each subject. The second and third place in order of frequency, is occupied by 53 (22.8%) and 44 (19.0%) T.E.Is which provide for 20 and 25 lessons respectively in each subject. The minimum number of T.E.Is (7, 3.0%) have fixed it at 12 preceded by 13 T.E.Is (5.6%) where students have to give 30 lessons in each subject (Table 5.2).

Analysing the data from the angle of State-wise distribution of T.E.Is prescribing the number of lessons, it is observed that the maximum number of lessons (30) is prescribed in three States—Andhra Pradesh (2), Punjab (5) and Uttar Pradesh (6) followed by 25 lessons prescribed in 4 states—Haryana (4), Maharashtra (18), Punjab (6), Uttar Pradesh (15) and the Union Territory of Chandigarh (1). The minimum number of lessons (10) is common in 35 T.E.Is in eight states and one Union Territory. The maximum number of institutions prescribing 10 lessons in each subject are in Karnataka (11) followed by Maharashtra (7) and Assam (6). In Andhra Pradesh, Jammu and Kashmir, Kerala, Tamil Nadu, West Bengal, and Goa, Daman and Diu, the number of such institutions varies from one to three. This is preceded by another practice of fixing the number as 12 in T.E.Is only in Gujarat, Kerala and Maharashtra.

Some institutions in Gujarat, Madhya Pradesh, Karnataka, Orissa, Rajasthan, Uttar Pradesh and West Bengal have determined the total number of lessons to be taught by student-teachers in all the teaching subjects. This ranges from 40 in the first four States to 60 in the last two States mentioned above. In Rajasthan two colleges have prescribed 40 lessons in all while one has prescribed 60 lessons.

Some T.E.Is in Maharashtra and Gujarat make a distinction in prescribing lessons for freshers and for experienced candidates. In the former State 17 institutions have fixed it from 10 to 15 lessons for experienced teachers while in 25 T.E.Is freshers have to teach 15 to 25 lessons in each subject. In Gujarat 9 T.E.Is have prescribed 15 lessons and 7 T.E.Is have prescribed 20 lessons in each subject for experienced student-teachers and freshers, respectively.

Weightage of Teaching Subjects

In different T.E.Is, a school teaching subject is treated either as full one paper or as half paper. Information in this respect was furnished by 164 institutions. The majority of these i.e. 59.8% (98) T.E.Is responded that they treat a school teaching subject as equal to one paper while 34.7% (57) consider a teaching subject equal to half of a paper. 5.5% (9) T.E.Is, (3 in Madhya Pradesh and 6 in Uttar Pradesh) however equate it to one-third of a paper (Table 5.3).

The position could also be examined in relation to treating the teaching subjects as follows :

The practice of considering a teaching subject equal to full one paper is prevalent in all the responding States and the Union Territory of Chandigarh. The maximum number of institutions following this practice (14) is in West Bengal followed by 12 in Tamil Nadu, 11 in Karnataka, 10 in Kerala and 8 in Rajasthan. The least number (1 each) in this respect is reported by Jammu and Kashmir, Madhya Pradesh, and the Union Territory of Chandigarh. In one institution of Rajasthan a teaching subject at advanced level is regarded as one full paper.

Treating one teaching subject as equal to half paper is prevalent in almost all the States and Union Territories with the exception of Bihar, Haryana, Kerala, Orissa, Punjab, West Bengal and Chandigarh. Twenty-five colleges in Maharashtra, 7 in Gujarat and 6 each in Uttar Pradesh and Madhya Pradesh follow this system. In the remaining States, the number of such colleges varies from one to three. Two colleges of Rajasthan reported that the school teaching subject at ordinary level is treated as half paper.

In only three colleges of Madhya Pradesh and six Colleges of Uttar Pradesh, a teaching subject is considered as equal to one-third of a paper. This system is not found in other States.

In ten States viz. Andhra Pradesh, Assam, Gujarat, Jammu and Kashmir, Maharashtra, Madhya Pradesh, Karnataka, Rajasthan, Tamil Nadu and Uttar Pradesh, both the practices of treating a teaching subject as equal to full one paper or half paper are common. In Madhya Pradesh and Uttar Pradesh, besides these two practices, a third practice of equating a teaching subject to one-third of a paper is also followed by some colleges. In Bihar, Haryana, Kerala, Orissa, Punjab, West Bengal and the Union Territory of Chandigarh only one practice of treating a teaching subject equal to one full

paper is in vogue while in the Union Territories of Delhi and Goa, Daman and Diu, it is treated as half paper.

In one college of Jammu and Kashmir the teaching of some subjects are treated as equal to full one paper while that of others is treated as half paper.

Organisational Pattern

Regarding the organisational pattern of practice teaching programme, the most popular pattern is block teaching which is common to 102 T.E.Is. Another practice which is prevalent in 54 T.E.Is is that of stray lessons or what is known as intermittent practice teaching. Continuous practice teaching and internship are also in vogue in certain institutions though their number is small (Table 5.4).

(i) Block practice teaching

Statewise analysis shows that the largest number of institutions having block teaching practice is in Kerala (18) followed by Uttar Pradesh (14) and West Bengal (11). The least number of such T.E.Is (one each) is in Assam, Himachal Pradesh, Jammu and Kashmir and Tripura.

(ii) Intermittent practice teaching

This practice is common in nine States—Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Uttar Pradesh and West Bengal and Union Territories of Delhi and Goa, Daman and Diu. Nearly 50% of such institutions (24 out of 54) are in Maharashtra alone followed by six in Uttar Pradesh and five each in Rajasthan and Karnataka. Their number in other States ranges from one to three.

(iii) Continuous practice teaching

This system is confined to nine States only (Andhra Pradesh, Assam, Gujarat, Haryana, Maharashtra, Karnataka, Punjab, Tamil Nadu and Uttar Pradesh). Out of these, the largest number of institutions are clustered in the States of Maharashtra (10) and Gujarat and Uttar Pradesh (8 each) while their minimum number (one each) is in Haryana and Assam.

(iv) Internship

This practice is prevalent in almost all the States with the exception of Assam, Bihar, Himachal Pradesh, Jammu and Kashmir and Kerala, though the number of institutions practising it is very small in each States. It varies from one in Madhya Pradesh, Orissa, Punjab, Tripura and West Bengal to six in Gujarat, Karnataka and Maharashtra.

State-wise relative weightage for different practices is as follows :

In Andhra Pradesh internship is preferred to other practices since it is practised by five responding institutions whereas other practices are followed by two to three T.E.Is. Block teaching practice is given relatively more weightage in colleges of Bihar, Gujarat, Kerala, Madhya Pradesh, Orissa, Punjab, Tamil Nadu, Uttar Pradesh and West Bengal. Stray lessons are preferred in most of the colleges in Maharashtra and Rajasthan while continuous teaching is preferred mostly in colleges of Karnataka. In Haryana and Tripura internship and block teaching practices are followed by an equal per cent of the colleges.

Practice Teaching on Full, Half days

Out of 259 T.E.Is, 204 responded to the query about practice teaching on full days or half days. 132 (64.7%) T.E.Is have it on full days while 72 (35.3%) have it on half days (Table 5.5). The largest number of T.E.Is (19) organising the programme on full days is in Gujarat followed by Tamil Nadu (17) and Kerala (13). The least number of such T.E.Is (1 each) exists in Bihar, Madhya Pradesh and Tripura.

Out of 72 T.E.Is having this programme on half days, Maharashtra takes the lead with 31 institutions, followed by 14 in Uttar Pradesh. In States like Andhra Pradesh, Assam, Gujarat and West Bengal and the Union Territory of Goa, Daman and Diu, only one T.E.I each follows this pattern.

Both the practices of having teaching practice programme on full days and half days are found in nine States viz. Andhra Pradesh, Assam, Gujarat, Karnataka, Rajasthan, West Bengal, Uttar Pradesh, Maharashtra and Madhya Pradesh. In the first six States more institutions have this programme on full days while in the latter three States

comparatively larger number of colleges have it on half days.

Demonstration/Experimental Schools

Only 107 T.E.Is have attached demonstration/experimental schools. Out of these 93 (86.9%) T.E.Is have each one attached demonstration school while 14 (13.1%) have each two attached demonstration schools (Table 5.6).

In terms of frequency, the largest number of such T.E.Is (13 each) exists in Kerala and Uttar Pradesh followed by 12 in Karnataka, 11 in Maharashtra and 10 in Tamil Nadu.

The practice of having one attached demonstration school exists in all the responding States and the Union Territories of Chandigarh and Delhi, though the number of T.E.Is having this provision varies from State to State. It is the highest (12) in Uttar Pradesh followed by 10 each in Kerala, Karnataka and Tamil Nadu. The minimum number of colleges (1 each) having an attached demonstration school exists in Assam and Jammu and Kashmir and the Union Territories of Chandigarh and Delhi. Very few T.E.Is Institutions in Andhra Pradesh, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Punjab, Rajasthan, Uttar Pradesh and West Bengal have each two attached demonstration schools. The number of such colleges however, ranges from one to three in different States.

Co-operating Schools

As many as 87 T.E.Is have 829 co-operating schools where student teaching programme is organised. Frequency-wise the highest number of T.E.Is (12) having such schools exists in Maharashtra followed by Gujarat (11) and Kerala (9). The minimum number (1 each) is in Tripura, Bihar and the Union Territories of Goa, Daman and Diu (Table 5.7).

The highest number of co-operating schools (117) exists in Karnataka. The second and third places are occupied by Maharashtra (105) and Gujarat (96). T.E.Is in Tamil Nadu (8) and Kerala (9) also have a good number of such schools (87 and 85, respectively). The minimum number of such schools (1) is in Goa, Daman and Diu, preceded by two in Tripura.

In terms of range the number of these schools varies from one to fifty, one each being in Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra,

Punjab, and Uttar Pradesh while 50 are available to one T.E.I in Karnataka. On an average each T.E.I. has 9.5 co-operating schools with the highest average number 18 in Orissa, followed by 14.6 in Karnataka and 14 in Assam. The least average number of co-operating schools (2) exists in Uttar Pradesh preceded by three in Haryana.

Practice Teaching Schools

One hundred and seventy-nine T.E.Is have 1908 practising schools. The largest number of institutions (37) having practising schools is in Maharashtra followed by 26 in Uttar Pradesh, 19 in Gujarat and 18 in West Bengal. The largest number of schools (492) which are used as practising schools is in Maharashtra followed by 298 in West Bengal and 274 in Gujarat. The minimum being five is in Bihar preceded by eight in Haryana and 13 in the the Union Territory of Chandigarh (Table 5.8).

In range, the number of practising schools per T.E.I varies from one each in Andhra Pradesh, Assam, Bihar, Madhya Pradesh, Karnataka, Orissa, Punjab and Uttar Pradesh to thirty-five each in Maharashtra and Tamil Nadu. On an average each T.E.I. has 10.7 practising schools with the highest average number 16.6 in West Bengal followed by 16.3 in Tamil Nadu and 14.4 in Gujarat. Maharashtra comes next with 13.3 such schools on an average. However, the least average number of practising schools (1.7) is in Bihar preceded by 4 in Haryana and 4.3 in Uttar Pradesh.

Purposes of Demonstration/Experimental Schools

A large majority of T.E.Is (101) use demonstration schools for practice teaching programmes, followed by 91 T.E.Is which use them for demonstration of good teaching and 84 T.E.Is use them for observation of good teaching. Fifty-eight and thirty-two of the responding institutions use them for experimental teaching and research in teaching purposes, respectively (Table 5.9).

Statewise analysis of these purposes is given below :

T.E.Is in all the States and Union Territories make use of demonstration schools for practice teaching. The largest number of such institutes (11 each) exists in Kerala, Maharashtra, Karnataka and Uttar Pradesh followed by 9 in Tamil Nadu and 8 in Gujarat.

Demonstrative teaching like practice teaching is done in demonstration schools in all the States except Jammu and Kashmir. The number of T.E.Is of this group varies from one in Assam, Bihar, Haryana and the Union Territories of Chandigarh and Delhi to 11 each in Kerala and Maharashtra.

Observation of teaching is done in the demonstration schools by the T.E.Is in all the States except in Bihar and Jammu and Kashmir. The position of T.E.Is in this regard is not very different from what it is in the case of demonstrative teaching.

Very few institutions in all the States except in Orissa, Jammu and Kashmir and Bihar use demonstration schools for the last two purposes, that is research in teaching and experimental teaching. However, T.E.Is in Kerala and Assam carry on only experimental teaching in these schools.

Demonstration schools in all the States, with the exception of Bihar, Jammu and Kashmir, Orissa, Assam and Kerala, are used for all the five purposes detailed above.

Purposes of Cooperating Schools

As many as 71 T.E.Is use cooperating schools for practice teaching programmes followed by 47 T.E.Is which use them for observation of teaching and 46 use them for demonstration of good teaching. Experimental teaching and research in teaching are conducted in these schools by only 8 and 9 institutions, respectively. (Table 5.10)

On analysing the data for each purpose for which the co-operating schools are used by the T.E.Is the position regarding various States can be summarised as follows :

T.E.Is in all the responding States and Union Territories use the cooperating schools for practice teaching. Their number varies from one each in Haryana, Orissa and the Union Territory of Goa, Daman and Diu to 12 in Maharashtra.

Co-operating schools are utilized for observation of teaching and demonstrative teaching in all the States except Orissa and Rajasthan, where one T.E.I. each uses these schools for observation of teaching and demonstrative teaching, respectively. The number of such T.E.Is in other States varies from one to nine.

In the States of Gujarat, Kerala, Madhya Pradesh and Maharashtra only the two purposes of using

schools for experimental teaching and research in teaching are fulfilled by T.E.I from cooperating schools. One T.E.I each in Haryana and Tamil Nadu uses cooperating schools for research in teaching and experimental teaching, respectively.

T.E.Is in Gujarat, Kerala, Madhya Pradesh and Maharashtra alone use these schools for all the five purposes mentioned above. In Haryana, and Tamil Nadu T.E.Is use these schools for four purposes. First three purposes given in the table are realized by the cooperating schools in Andhra Pradesh, Assam, Karnataka, Punjab, Uttar Pradesh and West Bengal.

Purposes of Practising Schools

Like their counter-parts demonstration/experimental schools and cooperating schools, practising schools serve various functions for the T.E.Is. A large majority of the responding T.E.Is (165) use practising schools for practice teaching. As many as 102 and 103 use them for demonstrative teaching and observation of teaching. The practice of utilizing these schools for experimental teaching and research in teaching is not very common as only 32 and 21 institutions, respectively have checked on this information (Table 5.11).

The practice of using practising schools for the first three purposes (mentioned in the Table 5.11) is common among all the States except Haryana, Jammu and Kashmir, Tripura and the Union Territory of Goa, Daman and Diu, where T.E.Is use these schools for practise teaching only and the Union Territory of Delhi where these are also used for demonstrative teaching. The number of T.E.Is using practising schools for practice teaching varies from one each in Haryana, Jammu and Kashmir, Tripura and the Union Territories of Delhi and Goa, Daman and Diu, 38 in Maharashtra, 27 in Uttar Pradesh, 20 in Gujarat, and 15 in West Bengal. The T.E.Is using them for the second purpose range between one to 29—one in Andhra Pradesh, Bihar, Punjab and the Union Territory of Delhi and 29 in Maharashtra followed by 17 in Uttar Pradesh. The maximum number of T.E.Is using practising schools for observation of teaching (32) is in Maharashtra followed by 17 in Gujarat and 14 in Uttar Pradesh. In the other States it varies from one to seven.

Only six States—Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka and Uttar Pradesh, use practising schools for all the five purposes. In the States of Bihar, Orissa, and West Bengal

they are used for four purposes. For the remaining States the number of purposes varies from one to three. Summing up the position of various T.E.Is regarding the various purposes, achieved through practising schools, cooperating schools and demonstration/experimental schools, it can be said that T.E.Is in Gujarat, Madhya Pradesh, and Maharashtra have shown a progressive outlook in comparison to T.E.Is elsewhere since they utilise these three types of schools for all the five purposes detailed above.

Nature of Assistance by School Teachers in Student Teaching

Teachers of the practice teaching schools involve themselves in the task of student teaching in a wide variety of ways. As many as 78 colleges reported that in their cases, school teachers *supervise* student-teachers teaching in the classroom; 14 such colleges are in Uttar Pradesh, 13 in Maharashtra, 12 in Kerala, 7 each in Andhra Pradesh and Karnataka. A few colleges in other States also reported similar practice. These are Assam and Tamil Nadu (3 each), Gujarat and Madhya Pradesh (4 each), Haryana and Punjab (2 each), West Bengal (6) and the Union Territory of Goa, Daman and Diu (1). In other words 50% of the colleges reporting this practice fall in three States viz. Uttar Pradesh, Maharashtra and Kerala. None of the colleges in Bihar, Himachal Pradesh, Tripura, Orissa, Rajasthan and the Union Territories of Chandigarh and Delhi reported this practice. The other common practice in the case of 53 colleges is the task of *alloting* or assigning by school teachers teaching *units/topics* to the student-teachers for the purpose of practice teaching; their maximum number being in Maharashtra (24), followed by Gujarat (10) and Madhya Pradesh, Karnataka and Rajasthan (5 each). Only two colleges in West Bengal and one each in Tripura and Uttar Pradesh also enjoy this advantage. *Prima facie*, more than 50% of colleges reporting this practice belong to the two States of Gujarat and Maharashtra. The other three pertinent ways in which school teachers help in student teaching *evaluation and assessment* (37), *guidance in planning* lessons and preparation of teaching aids (38), and *guidance in actual teaching* (36); the first being more prominent in the States of Kerala (14), Tamil Nadu (10) and Karnataka (4) and less so in Andhra Pradesh, Assam and Madhya Pradesh (2 each) and Gujarat, Haryana, West Bengal (1 each); the second is more or less evenly spread in a

few colleges (1 to 6) in States except Andhra Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, Tamil Nadu and Union Territories and the third is observed in Tamil Nadu (13), Gujarat, Madhya Pradesh, Karnataka, Punjab and Uttar Pradesh (3 each), Rajasthan (4), Maharashtra and Orissa (2 each) and Assam and West Bengal (1 each). Another important way of seeking school teachers' assistance in student teaching is their involvement in *maintaining* discipline in the classroom. 41 colleges have reported on this aspect—11 in Uttar Pradesh, 6 in Maharashtra, four each in Madhya Pradesh, Orissa and West Bengal, two each in Karnataka and Punjab and one each in Andhra Pradesh, Assam, Gujarat, Kerala and Tamil Nadu. School teachers help the colleges of Education in student teaching, though in a minor way, in other ways also like *supplying teaching aids* (23), *guidance in teaching strategies* (17), general guidance in schools organisation (14), *correction of lesson notes and remedial teaching* (12 each) giving demonstration lessons (8), alloting classes and making seating arrangements (6 each), giving and correcting home task (3), acquainting with prescribed work done (2) and helping in *research projects* (1). Though the number of colleges reporting these features is quite small, it is important that, of late, schools have begun to realize their share of responsibility in preparation of would be teachers which is a healthy trend (Table 5.12).

Further, all the seventeen ways of school teachers' help in student teaching programmes are not discernible in any one State. The three Union Territories viz. Chandigarh, Delhi and Goa, Daman and Diu have the benefit of only one each, the maximum number of 12 each is obtainable in Gujarat, Maharashtra, Uttar Pradesh and West Bengal, eleven of these are tried in Karnataka, ten in Madhya Pradesh, nine in Tamil Nadu, eight in Rajasthan, seven each in Kerala and Orissa, and between three and six in Andhra Pradesh, Assam, Haryana, Punjab and Tripura, help in only one of these ways is available in Bihar and Himachal Pradesh, too. Jammu and Kashmir had nothing to report on this aspect.

Nature of Orientation of School Teachers

Not much effort seems to have been made towards orientation of school teachers for helping the T.E.Is in student teaching programmes. Only 53 colleges in the country have reported about the organisation of meetings with school teachers; 29 before the beginning of student teaching programme in the schools and 24

periodically in the course of the practice teaching period. However, 23 colleges oriented these teachers in the task of *evaluating teaching performance* by student-teachers in the practice teaching co-operating schools; 17 of these colleges belong to three States of Kerala, Tamil Nadu (6 each) and Karnataka (5), 3 to Andhra Pradesh and 1 each to Assam, Rajasthan and the Union Territory of Goa, Daman and Diu. As such training in evaluation is given to school teachers in seven States/Union Territories only. A dozen colleges also orient school teachers for providing *supervision and guidance* to student teachers—three such colleges are in Karnataka, two in Andhra Pradesh and one each in Assam, Kerala, Madhya Pradesh, Orissa, Rajasthan, Tamil Nadu and Uttar Pradesh. Other sporadic activities are *general orientation in methods and techniques of teaching* (3), *demonstration of lessons for school teachers* (3), *involvement of school teachers in demonstration to student-teachers* (4), *preparation of aids, lesson planning*, etc. (1 each) (Table 5.13).

Again, Statewise, of the nine ways in which colleges of education seek to orient school teachers for student teaching, six each are being tried in Karnataka and Rajasthan, five each in Gujarat and Tamil Nadu, four each in Kerala and Madhya Pradesh, three each in Andhra Pradesh and Orissa, two each in Assam, Maharashtra, Tripura, Uttar Pradesh and West Bengal while one each in Bihar, Punjab and the Union Territory of Goa, Daman and Diu. Obviously, information given here may appear insignificant in view of the fact that only a few colleges constituting only a fringe of the total are applying them. But it leads us to the conclusion that the colleges of Education, if they are really interested in realizing the broader objective that preparation of teacher is a joint venture of the colleges of Education and the schools, have a lot more to do in this direction. It is in this area that a few colleges are paving a path for others to follow.

Incentives to School Teachers

Extremely few T.E.Is provide for incentives, in cash or kind, to school teachers for seeking their cooperation in student teaching. These incentives take various forms like reservation of seats for teachers' wards (7), token remuneration, monetary assistance to schools, supervision and assessment of student teaching by teachers, free faculty guidance on methods and techniques, books, aids, materials and free access to college

library (6 each), teachers' involvement in college activities and functions, and appreciation of teacher's work (5 each). Other forms are fee concession for teachers' wards (1), examinerships (3), and informal contacts with teachers (4). Nevertheless, none of these incentives, taken individually, is available in more than five States at a time. Free college faculty guidance is given to teachers in Gujarat, Haryana, Madhya Pradesh, Maharashtra and Uttar Pradesh, supervision and assessment of student teachers is done by school teachers in Gujarat, Kerala, Madhya Pradesh, Rajasthan and West Bengal, free access to college library, books, aids and materials is available in Assam, Gujarat, Orissa, Punjab and Rajasthan and monetary assistance to schools is given in Assam, Maharashtra, Karnataka, Rajasthan and Uttar Pradesh. Informal contacts with school teachers are maintained in four States of Gujarat, Madhya Pradesh, Maharashtra and Punjab: reservation of seats for teachers' wards in Maharashtra, Punjab, Uttar Pradesh and West Bengal and involvement of teachers in college programmes and activities in Gujarat, Kerala, Madhya Pradesh and Punjab. Similarly, examinership is given to teachers in three States of Andhra Pradesh, Maharashtra and West Bengal, token remuneration is given in Gujarat, Maharashtra and Rajasthan; and appreciation for teacher's work in Punjab, Tripura and the Union Territory of Chandigarh. Fee concession to teachers' wards is granted in Uttar Pradesh. Nonetheless, of the 11 types of incentives mentioned above six each are made available in the States of Gujarat and Maharashtra, five in Punjab; four each in Madhya Pradesh, Rajasthan and Uttar Pradesh, three in West Bengal, two each in Assam and Kerala; and one each in Andhra Pradesh, Haryana, Karnataka, Orissa, Tripura and the Union Territory of Chandigarh. Thus, though very few colleges have reported about the provision of incentives to teachers for their cooperation in student teaching, it is felt that the nature of incentives tried by this small group of colleges is of great importance for the success of student-teachers (Table 5.14).

Problems Faced in Enlisting Cooperation of School Teachers

Quite a few T.E.Is have reported on the problems they face in obtaining school teachers cooperation in practice teaching work. These are *lack of proper attitude, motivation and incentives* (17), *student-teachers' over-burdening, disturbing and hampering*

school time-table and syllabus (16), general apathy or reluctance of schools for practice teaching (14), student-teachers, slow work and inability to complete the course (10), non-availability of final classes and other classes during school examination period (9), and lack of faith among schools in new methods and experimentation, and lack of capacity and accommodation (8 each). Among other problems are lack of good schools and administrative control over them, school teacher's inadequate knowledge of methods and techniques or lack of qualified teachers, and student-teachers methods being much too different from those of school teachers (6 each), lack of aids, equipment, library and laboratory facilities, and clash in college and school holidays and programmes (5 each); protracted and continuous practice teaching over a period of time, discipline problem, and lack of treating student teaching as school duty (4 each); and still others are the demand for grant or remuneration, interference of the managing committee, and the problem of school distance (2 each). Thus, though only a few colleges have reported these problems, they have been able to reveal the state of affairs that obtains in the colleges of education and their practice teaching schools (Table 5.15).

However, viewing the position State-wise, of the 20 problems stated above, 11 problems each are being faced in the States of Maharashtra and Uttar Pradesh, nine in Rajasthan, eight each in Gujarat and West Bengal, seven each in Madhya Pradesh and Karnataka, six each in Assam, Punjab and Tamil Nadu, five in Orissa, three in Andhra Pradesh, two each in Bihar, Haryana and Delhi, and one each in Kerala and Tripura. On the other hand, none of these problems taken individually is being faced in more than ten States : 13 of them are however confronted in one to five States only, three in six States; one in seven States and two in eight States. This may give us an idea about the immensity of the problems that are being faced by the colleges of education in enlisting school cooperation for student teaching.

Practice Teaching in Rural and Urban Schools

Some of the T.E.Is provide experiences to their student-teachers of teaching in schools situated in rural areas while others send their student-teachers to schools situated in urban areas for this programme. Table 5.16 gives the present position of T.E.Is in this regard.

Out of 230 responding T.E.Is, 78 (33.9%) send their students to rural areas for providing them teaching

experience in rural schools for a block of time whereas 152 (66.0%) T.E.Is provide the experience to their students in urban schools.

In few T.E.Is in almost all the States with the exception of Bihar, Jammu and Kashmir and Madhya Pradesh student-teachers go for practice teaching to schools situated in rural areas. The maximum number of colleges adopting this practice are in Gujarat (21) followed by eight in Tamil Nadu seven each in West Bengal and Kerala and six each in Maharashtra, Karnataka and Uttar Pradesh. In the remaining States their number varies from one to four.

Student-teachers from almost all the States and Union Territories go for practice-teaching programme to schools situated in urban areas. Himachal Pradesh is the only exception to this practice. The highest number of institutions sending their student-teachers to urban schools (34) are in Maharashtra followed by 23 in Uttar Pradesh, 12 each in Kanataka and West Bengal, 11 each in Tamil Nadu and Madhya Pradesh and 9 in Kerala. In the remaining States the number of institutions varies between one to five with the exception of Punjab and Rajasthan where this practice is followed by eight institutions each.

Both the above-mentioned practices co-exist in 14 States viz Assam, Gujarat, Haryana, Andhra Pradesh, Kerala, Karnataka, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal. In the first three States more institutions send their trainees to schools situated in rural areas as compared to those which send their trainees to urban schools. In the remaining States except Tripura the position is just the reverse.

Considerations kept in view while Sending Student-Teachers for Practice-Teaching

While selecting rural and urban schools for practice-teaching programme, the following considerations kept in view by the T.E.Is.

(i) Nearness of schools

Twelve T.E.Is from seven States, Assam (2) Gujarat (3), one each in Andhra Pradesh, Karnataka, Kerala, Punjab, and Maharashtra take into consideration the proximity of the schools while selecting them for practice-teaching programme. One institution each in Assam and Karnataka mentioned that its student-teachers have to cover a distance of five and forty miles, respectively to go to practice-teaching schools.

(ii) *Availability of facilities in the schools*

Another factor on the basis of which schools are selected is the availability of facilities* in the schools. This factor is taken into consideration twelve institutions—Gujarat (7), Karnataka (2), one each in Orissa, Tamil Nadu, and Uttar Pradesh. Availability of boarding facilities is taken into consideration by Six institutions of Gujarat and one each in Karnataka and Tamil Nadu. Another three institutions in Gujarat and one in Orissa give importance to the availability of aids in the schools. One institution each in Karnataka and Uttar Pradesh gives consideration to the availability of expert teachers and schools while two colleges of Gujarat consider the availability of classes for teaching as an essential factor.

(iii) *Co-operating nature of the schools*

Eleven T.E.Is from seven States prefer to select schools from whom cooperation is readily available. Three institutions of Gujarat and one each in Maharashtra and Orissa select such schools where the staff extends cooperation. One institution each in Assam and Tamil Nadu chooses schools where their student-teachers are accommodated suitably. Again student-teachers of one institution each in Rajasthan and Kerala go for practice to such schools which show eagerness and request the training college that their (schools) services be used for its programmes. Lastly, one college of Kerala selects good schools while another in Maharashtra selects schools on the basis of mutual convenience.

(iv) *Other qualities of the schools*

In Gujarat, Maharashtra and Haryana five institutions consider such schools for the practice teaching programme as are able to give them some extra facilities. One institution each in Haryana and Gujarat selects such schools where student-teachers are given the facility for a critical study of one aspect of the school and which offer scope for experimentation respectively. One institution each in Gujarat selects schools on the basis of the resourcefulness of the schools and the attitude of the headmasters and the schools themselves. Progressive educational attitude of the school is given preference by two institutions—one each in Maharashtra and Gujarat.

(v) *Acquainting students with rural environment*

A few institutions in Gujarat (4), Karnataka (2), in Assam, Kerala, Maharashtra and Punjab (1 each) select such schools through which they can acquaint their students with rural schools, situations, equipment etc.

Activities Performed by Student-teachers

Besides carrying on practice-teaching programmes, student-teachers of some colleges perform activities of varied type in these schools. The number of such colleges Statewise is given below :

S. No.	States	No. of T.E.Is.
1.	Andhra Pradesh	5
2.	Assam	4
3.	Bihar	3
4.	Gujarat	18
5.	Haryana	2
6.	Jammu and Kashmir	1
7.	Kerala	10
8.	Karnataka	6
9.	Madhya Pradesh	2
10.	Maharashtra	3
11.	Punjab	3
12.	Rajasthan	4
13.	Tamil Nadu	4
14.	Tripura	1
15.	Uttar Pradesh	3
16.	West Bengal	1

A detailed account of the different activities** undertaken by the student-teachers in these schools is given below :

(i) *All activities*

Student-teachers of 46 colleges from almost all the States with the exception of Haryana, Himachal Pradesh, Jammu and Kashmir and Orissa perform all the activities which the schools undertake in normal routine. The highest number of colleges (9) is in Kerala followed by seven in Gujarat, six each in Uttar Pradesh and Karnataka and three each in Andhra Pradesh and Assam. The minimum number of such institutions (1 each) is in Bihar, Madhya Pradesh, Tripura and West Bengal preceded by two each in Maharashtra, Punjab Rajasthan and Tamil Nadu.

* In Gujarat some of the TEIs take into consideration the availability of more than one facility in the schools while selecting them.

** In some cases student-teachers of a T.E.I. perform more than one activity under a given sub-head.

(ii) Social activities

Social activities are also performed by student-teachers. Nine institutions, in Gujarat (4), Kerala (2), Bihar, Madhya Pradesh and Maharashtra (1 each) undertake these activities. Two institutions, each of Gujarat and Kerala, make suitable provision to enable their student teachers in undertaking social service activities in the neighbourhood areas of their practising schools. The second important activity is shramdan performed by two institutions in Gujarat and one in Andhra Pradesh. Another two institutions in Gujarat undertakes programmes of adult education and community prayer. One institutions each in Maharashtra and Madhya Pradesh engages in community work while another in Bihar launches cleanliness drive in the community in the cause of this programme.

(iii) Co-curricular activities

Activities like cultural programmes, physical training, picnics and excursions, literary associations, morning assemblies etc. are grouped together under this sub-head. Twenty institutions from different states give their student-teachers experience in organising these activities in schools. The maximum number of institutions, is from Gujarat (6), Bihar (2) and one each in Madhya Pradesh, Karnataka, and Uttar Pradesh enable their student teachers to organise cultural activities. Physical activities are rendered by trainees of one institution each in Assam, Maharashtra, Punjab, Bihar, Andhra Pradesh and Karnataka. Picnics and excursions are favoured by one institution each in Bihar and Tamil Nadu. Morning assemblies are given a fillip by student-teachers of two colleges of Gujarat. In Gujarat three institutions help in the preparation and editing of school magazines, while another two help their student-teachers to write news on the bulletin board and school board. Students of one college in Kerala helped school teachers in forming 'literary associations'.

(iv) Activities connected with teaching

One institution each in Karnataka, Maharashtra and Bihar undertakes activities like preparation of lesson units; models and giving of criticism lessons, respectively while correction work is undertaken by one institution each in Gujarat, Haryana, Karnataka and Tamil Nadu.

(v) Other activities

Trainees of one institution of Gujarat do library work in schools, while those of another two institutions of Gujarat and one in Bihar look after the cleanliness of the classrooms. Programme oriented activities and rural surveys are conducted by one and three institutions respectively in Gujarat.

The above details show that Gujarat leads other states in this respect since its 18 T.E.Is engage their trainees in activities other than practice teaching programme in rural and urban schools followed by Kerala (10).

Students of some colleges have to undertake more than one activity in the schools. Trainees of one institution of Gujarat engage themselves in as many as six activities followed by another two of the same State and one of Bihar where trainees gain experience in five activities and in one institution of Gujarat students engage themselves in four activities. In three institutions each of Tamil Nadu and Gujarat student-teachers have to perform three different activities in the schools. One institution each in Madhya Pradesh and Bihar, two institutions in Kerala, three each in Karnataka and Gujarat help their trainees to perform more than two activities in the schools.

Preparation for Teaching

227 T.E.Is give their student-teachers some time for preparation before they go for practice teaching to different schools. It varies from three days to 20 weeks in different institutions and States. A large majority of them (57, 25.1%) give a total time of four weeks to their students for pre-preparation to practice teaching followed by 42 T.E.Is (18.5%) that give two weeks and 37 T.E.Is (16.3%) and 35 T.E.Is (15.4%) that give 6 to 8 weeks and 3 weeks respectively. As compared to these, only 5 T.E.Is (2.2%) give 3 to 4 day's time for preparation (Table 5.17).

Only five institutions (one each in Bihar, Gujarat and Orissa and two in Maharashtra) spend as little time as three to four days on this programme.

With the exception of Andhra Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, and Rajasthan a few T.E.Is in all the States spend only one week for this. The highest number of such T.E.Is (8) is in West Bengal followed by six in Maharashtra and

four in Tamil Nadu. In the remaining States, their number was from one to three.

The practice of spending two weeks is comparatively more popular than the above-mentioned two practices. Andhra Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir and Tripura are the only States that do not favour it. The maximum number of institutions favouring it (11) is in Maharashtra followed by 8 in West Bengal. In the remaining States it is not popular.

Eight states (Uttar Pradesh, Karnataka, Maharashtra, Gujarat, Tamil Nadu, Rajasthan, Kerala and Bihar) follow the practice of three weeks' duration. The number of such T.E.Is is greater in the first four States as compared to others.

Four weeks' preparation for student-teachers is the only practice that is in vogue in the States as well as Union Territories. In Uttar Pradesh and Maharashtra it is in vogue in the maximum number of institutions (12 each) followed by eight in Gujarat. In the rest of the States their number varies from one to four.

Two to six T.E.Is in different States such as Andhra Pradesh, Assam, Gujarat, Kerala, Uttar Pradesh, Madhya Pradesh etc. devote six to eight weeks on this programme. A few institutions in some States only devote more than eight weeks to this programme.

In almost all the States variations in regard to the duration of period spent for preparation for student teaching exist. The highest variety in this respect is observed in Gujarat, Kerala, Maharashtra, West Bengal and Tamil Nadu followed by Uttar Pradesh, Orissa, Karnataka and Madhya Pradesh. In the remaining States, except Jammu and Kashmir and Himachal Pradesh and the Union Territories of Chandigarh and Goa, Daman and Diu comparatively more uniformity in the duration of the period is observed.

Nature of Pre-preparation

As a preparatory step towards practice of teaching, student-teachers are required to undertake a few activities and programmes so as to be able to meet their responsibilities in the schools effectively and efficiently. Besides *demonstration lessons* which have been separately dealt with in the following pages, student-teachers are required to *observe a few lessons of the regular school teachers and certain observation or criticism lessons* given by some of the student-teachers. Demonstration lessons are more or less a common

practice, observation of regular teaching done by regular school teachers over a period of time during the pre-preparation period for the student-teacher is though visible in only ten colleges viz. three in Andhra Pradesh, two each in Karnataka and Rajasthan, one each in Gujarat, Madhya Pradesh, Tamil Nadu and the practice of observation and criticism lessons before practice teaching starts is observed in 26 colleges—eight in Kerala, six in West Bengal, four in Maharashtra, two each in Karnataka, Rajasthan and Tamil Nadu, and one each in Haryana and Madhya Pradesh. A dozen colleges require their student-teachers to take stock of *teaching aids* and other teaching materials available in the school for the practice of teaching. These are six in Maharashtra, three in Orissa, two in Gujarat and one in Andhra Pradesh. Another 59 colleges spread over all the States and Union Territories except Himachal Pradesh, Jammu and Kashmir, Orissa, Punjab, Chandigarh and Delhi require them to *prepare* their own *teaching aids* to be used later in the practice of teaching. One college each in Maharashtra, Tamil Nadu and West Bengal acquaint their student-teachers with lesson plans of *old students* while three in Maharashtra and one each in Assam, Gujarat and Rajasthan ask them to prepare model or *mock lesson plans*, and another eight i.e. five in Maharashtra and one each in Gujarat, Kerala and Karnataka *rehearse* their teaching units much before they are actually sent for practice of teaching. Besides, ten colleges provide for *practice in black-board* writing during the preparation period. These are seven in Uttar Pradesh and one each in Gujarat, Karnataka and Rajasthan. Similarly, one college each in Uttar Pradesh and West Bengal expect them to practise the *preparation of time table*, two in Tamil Nadu and one each in Kerala and West Bengal, to acquaint themselves with the *maintenance of school records and registers and syllabus*; and 106 institutions spread out in all the States/Union Territories except Himachal Pradesh, Jammu and Kashmir, Punjab, Delhi and Goa, Daman and Diu with preparation of *lesson notes*, coupled with *unit planning and testing* in another nine colleges in the States of Gujarat, Kerala, Maharashtra, Karnataka and Rajasthan. They are also required to have *enrichment of content knowledge and content-testing* in eight colleges i.e., three in Gujarat, two in Maharashtra and one each in Kerala, Rajasthan and Tamil Nadu during the period of pre-preparation days before student teaching. However, demonstration lessons, school visits also form a common practice with most of the colleges and what

they are asked to observe during these visits is given elsewhere in this chapter. In a few colleges—three in Gujarat and one each in Assam, Maharashtra and Rajasthan student-teachers learn some *basic principles and methods of teaching* during this period. These are the activities in which the student-teachers have to participate in before they are sent for practice teaching. Similarly, there are some faculty requirements also, details of which follow (Table 5.18).

Pre-preparation Offered by Faculty

Teacher-educators, specially the method specialists, help the student-teachers in a number of ways to enable them to prepare well for the practice of teaching. 101 colleges in different States and Union Territories except Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Delhi and Goa, Daman & Diu have reported that they organise *demonstration of model teaching* during the period of preparation for student teaching. Another 14 in Gujarat, Maharashtra, Karnataka, Rajasthan, Tamil Nadu, Uttar Pradesh and Chandigarh arrange demonstration lessons in the preparation of *Annual and Unit Plans*; an equal number in Gujarat, Kerala, Maharashtra and West Bengal organise workshops in *planning and evaluation* for the student-teachers; and still another 14 in Gujarat, Himachal Pradesh, Madhya Pradesh, Maharashtra, Karnataka, Uttar Pradesh and West Bengal arrange special lectures in methods, techniques and content. However, a group of 30 colleges in Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu and Uttar Pradesh arrange *general induction* lectures/programmes for their student-teachers. Discussion takes various forms. With 40 colleges in the States except Assam, Haryana, Himachal Pradesh, Jammu and Kashmir and Punjab it assumes a part of *guidance and correction of lesson notes*, with other 27 in Assam, Gujarat, Kerala, Maharashtra, Karnataka, Orissa, Rajasthan and Tamil Nadu, it takes place in the shape of *general guidance and supervision* for teaching; while 13 such institutions in Andhra Pradesh, Bihar, Kerala, Maharashtra, Karnataka, Rajasthan, Tripura and Uttar Pradesh organise *post-teaching discussion* specially after teaching of model lessons. Another important area is the *availability, preparation and use of aids and instructional material*. In this regard, 21 colleges provide guidance to student-teachers in the preparation of these materials and another 13 supply such material for use

by their student-teachers. *Prima facie* pre-preparation programme for the student-teacher is not taken up in a big way in any of these colleges/States since it is only a few colleges that do something worthwhile in this area. However, the type and nature of activities suggest a potential base for the operation of a successful scheme of practice of teaching.

Lesson Observation of Co-trainees

223 T.E.Is have supplied information on how many lessons of co-trainees a student-teacher is required to observe in each subject. 47 (21.1%) T.E.Is out of 223 have prescribed the number of such lessons between 10 to 12, whereas 32 (14.3%) T.E.Is have fixed it between 4 to 6, 12 T.E.Is have fixed it between one to three while 22 have prescribed this number as 15 (Table 5.19).

In 43.92% institutions the number of such lessons is more than fifteen while some of these T.E.Is have presumably given the total number of lessons to be observed by the trainees. In only 14 T.E.Is the number of such lessons is not fixed.

The range of such lessons and their Statewise distribution is as follow :

Only one institution each in Assam, Jammu and Kashmir, Maharashtra and Uttar Pradesh, three in Tamil Nadu and five in West Bengal make observation of one to three lessons of co-trainees as obligatory. The number of T.E.Is popularising observation of four to six lessons ranges from one to five in 11 States. The minimum number of T.E.Is (1 each) is in Assam, Maharashtra and Tripura preceded by two in Bihar and three each in Madhya Pradesh and Rajasthan. Five T.E.Is in Uttar Pradesh and four T.E.Is each in Andhra Pradesh, Kerala, Tamil Nadu and West Bengal have fixed the number of these between four to six.

In eleven States, ten to twelve lessons of co-trainees are observed by each student-teacher. The number of such T.E.Is however ranges between one to ten. The maximum number of such institutions (10) is in Kerala followed by nine in Rajasthan and seven in Madhya Pradesh and the minimum (one each) being in Assam, Himachal Pradesh and Karnataka preceded by two each in Andhra Pradesh and West Bengal.

One to four T.E.Is in eight States (with the exception of Maharashtra where 11 T.E.Is follow this practice)—Gujarat, Haryana, Madhya Pradesh,

Karnataka, Tamil Nadu, Uttar Pradesh and West Bengal ask their trainees to observe 15 lessons of their co-trainees. In the remaining States and Union Territories this practice is not in vogue.

In four States only (Maharashtra, Tamil Nadu, Uttar Pradesh and West Bengal) all the five alternatives operate. The number of lessons in these States ranges between one to 100, 20, 40 and 30, respectively. Four alternatives exist in Assam and Madhya Pradesh. Single practice prevails in Himachal Pradesh, Jammu and Kashmir and the Union Territories of Chandigarh and Goa, Daman and Diu.

Teacher Lesson Observation

Information in this regard is available from 87 T.E.Is. Majority of the responding T.E.Is (28, 32.2%) require their trainees to observe one to three lessons of class teachers whereas in 23 T.E.Is (26.4%) trainees have to observe four to six lessons of class teachers. In a few T.E.Is (17, 19.5%) the range of such lessons is seven to ten. The overall range is one to eighty. However, four forms the minimum of this range in Karnataka and seven of another group in two States viz. Gujarat and Tripura. Similarly, the maximum limit of the range is 25 in Uttar Pradesh and in the Union Territory of Delhi, 20 in Karnataka and Kerala, 15 in Gujarat, Rajasthan and Tamil Nadu and ten in Tripura, Madhya Pradesh and Maharashtra. In the remaining States the maximum limit of the range varies from three to six (Table 5.20).

In one institution each of Andhra Pradesh and Maharashtra, two of Assam and three of West Bengal the number of such lessons is not fixed.

All the States and Union Territories with the exception of Gujarat, Karnataka, Tripura and Delhi have fixed the number of these lessons between one to three. The number of T.E.Is however ranges between one in Andhra Pradesh, Assam, Haryana, Himachal Pradesh, Rajasthan and Chandigarh to six in Uttar Pradesh.

One to four T.E.Is in eight States—Assam, Haryana, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu, Uttar Pradesh and West Bengal have the system of four to six lessons. Kerala is the only State where seven T.E.Is follow this practice.

The number of T.E.Is following practice of seven to ten lessons is very small and varies from one to three in nine States. In a few T.E.Is in seven States and one Union Territory, the number of these lessons is more

than ten. It varies from 12 in Karnataka to 25 each in Uttar Pradesh and Delhi. One T.E.I of Andhra Pradesh has reported that it requires each of its students to observe 80 lessons of class teachers.

Recording of Observations by the Student-Teachers

224 T.E.Is have supplied information regarding the practice of recording observations by the student-teachers. In 181 (80.8%) T.E.Is a proforma for recording the observations is used by the trainees while in the remaining 43 (19.2%) T.E.Is no such proforma is used (Table 5.21).

In all the responding T.E.Is in Andhra Pradesh, Himachal Pradesh, Gujarat and Orissa and the Union Territories of Chandigarh and Goa, Daman and Diu observations are recorded by the trainees in a proforma. In States like Rajasthan, Uttar Pradesh, Punjab, Maharashtra, Karnataka, Tamil Nadu, Madhya Pradesh and Haryana, comparatively more T.E.Is make it obligatory for their trainees to record their observations. The largest number of T.E.Is (14) not using a proforma for this purpose is in West Bengal, followed by nine in Kerala. In the remaining States their number ranges between one to four.

School Visits

The scope of school visits is sufficiently clear, though based on scanty information supplied by the T.E.Is. The maximum number of colleges in any field of school observation does not exceed 67. These colleges requires student-teachers to take stock of the *library facilities and equipments* available in the schools with special reference to their availability for the purpose of practice teaching. These institutions belong to all the States/Union Territories except Andhra Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir and Goa, Daman and Diu. Similarly, a group of 54 institutions in the States/Union Territories other than Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa and Goa expect them to acquaint themselves with the *types of laboratories and nature of lab-equipments*, though a small number of them (19 in the States of Andhra Pradesh, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Punjab, Rajasthan, Tamil Nadu and Tripura) include acquaintance with school furniture and equipment as a part of school visits, besides acquaintance with office equipment and records in 12 cases in the States of Andhra

Pradesh, Bihar, Karnataka, Maharashtra, Kerala, Rajasthan, Tripura and West Bengal. As few as 24 institutions in Andhra Pradesh, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal help student teachers understand various schools registers, records, forms including cumulative records etc. School buildings and use of accommodation is studied in 45 colleges spread over different States, Union Territories except Assam, Bihar, Himachal Pradesh, Jammu and Kashmir and Goa; the physical or environmental aspects of the school plan such as site, sanitation, beautification, light, ventilation drainage etc. in 50 colleges in these States with further exception of Haryana, Rajasthan, Uttar Pradesh and West Bengal. Just four institutions in Maharashtra, Karnataka, Tamil Nadu and West Bengal ask them to study the institutional plan, school history and use of school space; and in 14 others in Andhra Pradesh, Assam, Tamil Nadu and Uttar Pradesh, all aspects of the school plan. Provision on facilities for games, sports, physical education etc. is taken care of in 54 colleges spread over all the States/Union Territories except Andhra Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir and Goa, Daman and Diu. These facilities include items like playground, school gardens, scouting, hobby centre, NCC grounds etc. Besides, provision of special facilities such as medical care, care of the handicapped, mid-day meals, hostel, etc. are also studied under school visits by student-teachers of 20 colleges in the States of Andhra Pradesh, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu and the Union Territory of Chandigarh. The organisation of co-curricular and extra-curricular activities is also not left uncouched; during school visits as about 47 colleges in all the States/Union Territories except Andhra Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, Tripura, Delhi and Goa require their student-teachers to understand the nature of various activities such as celebration of days and festivals, meetings of general assemblies, prayer meetings, general details, discussions etc. organised in the schools they visit. Another group of 28 colleges in all the States except Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa, Punjab and Tripura ask their student teachers to study different/all types of schools, particularly in their organisational analysis. Similarly, another 25 in Andhra Pradesh, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Punjab, Rajasthan and Tamil Nadu are satisfied if their student-teachers understand the general tone, impression and discipline

obtaining in the schools they visit. Some of the college of education include a specific study of classrooms and special rooms as part of school visits—just 15 in Andhra Pradesh, Gujarat, Kerala, Maharashtra Karnataka, Orissa and Punjab entail study of classrooms while 44 in all the States except Andhra Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa and Uttar Pradesh encourage study of special rooms as part of school-visiting student-teachers. These include rooms like staff-room, teachers-room, subject-rooms, common-rooms for the staff and the students, assembly hall, museum, picture gallery, visitors' rooms, meeting-room, games-room, gymnasium, A.V. room, equipment room, drawing-room, craft-room, history-room, geography-room, water-room, club-room, cooperative-store-room or any available in the school for purposes like these. School visits also entail the observation of human problems in the class room. 11 colleges in Andhra Pradesh, Gujarat, Haryana, Maharashtra, Karnataka, Punjab, Rajasthan and Tamil Nadu expect their student-teachers to study human relations between different categories of the school staff on the one hand and their relations with school pupils on the other, five colleges in Andhra Pradesh, Tamil Nadu and West Bengal ask them to study staff strength and their qualifications, while six others in Andhra Pradesh, Gujarat, Maharashtra, Karnataka, Tamil Nadu and West Bengal include also student strength and class compositions in the schools of their visits. Nonetheless, no school visit is complete unless it involves a study of the curricular programmes of these schools. Hence, the academic programmes of schools are studied in a number of ways during this part of the preparation for student-teaching. In that 28 colleges of education in all the States/U.Ts. except Himachal Pradesh, Jammu and Kashmir, Karnataka, Orissa, Tripura, Delhi and Goa require the school routine and time table to be studied by student-teachers during their school visits and another 22 in Bihar, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Uttar Pradesh, and West Bengal expect them to obtain a clear picture of a regular teacher's normal work load as a result of their school visits. Besides, 47 institutions in all the States except Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir and Rajasthan ask them to observe the availability and use of instructional material, aids, school syllabus, correction of assignments etc. Even examination and evaluation in school is observed by student-teachers of six colleges in Andhra Pradesh, Gujarat and Rajasthan.

Obviously, the practice of school visit tends to bring to light a great variety of aspects of the school plant, the understanding of which might serve as a useful purpose in making the practice of teaching a successful endeavour on the part of the college of education as well as that on the schools.

Distribution of Demonstrative Teaching

As stated earlier demonstration of model lessons forms an important part of the teachers' pre-preparation programme for student teaching and in that 101 T.E.s reported it towards pre-preparation part. A more close picture is visible here when we seek to examine the position of demonstration lessons in relation to the whole session devoted to practice of teaching. Demonstration lessons are distributed into four spells over the academic session.

(a.) Pre-preparation demonstration/pre-teaching spell

The first shower of these model lessons invariably precedes the practice of teaching in all the States and the range of lessons during this pre-teaching demonstration is from 1 to 30. In the case of 65 colleges in all the States except Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir and Punjab, two demonstration lessons in each of the school teaching subjects are delivered before practice of teaching commences; in 48 in all States other than Himachal Pradesh, Rajasthan and Tripura one lesson in each teaching subject, in 11 institutions in Gujarat, Haryana, Kerala, Maharashtra, Karnataka, Tamil Nadu and West Bengal 3 in each subject, in 5 in Gujarat, Kerala and Karnataka 4 each and 3 in Karnataka, Rajasthan and Tamil Nadu 5 each are delivered before the beginning of practice teaching. In addition, 41 colleges in all the States except Assam, Bihar, Haryana, Jammu and Kashmir, Punjab and Tripura arrange 1 to 5 model lessons; 24 in all the States except Andhra Pradesh, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Orissa, Punjab and Tripura (between 6 and 10 lessons); 9 in Gujarat, Madhya Pradesh and Maharashtra (from 15 to 20 lessons); while 3 in Gujarat, Karnataka and Uttar Pradesh (from 20 to 30 lessons) before the practice teaching session. Nevertheless, in another group of 19 institutions in Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal, the number of model lessons demonstrated during this pre-teaching or pre-preparation

period for student teaching is not specified; rather it varies according to the type and nature of method(s) involved. Thus, in all, 228 institutions arrange demonstration for teaching as an essential step in preparing student teachers for their practice of teaching in schools.

(b) Initial teaching spell

The second instalment of demonstration lessons is delivered during the first term of practice teaching i.e. when the student teacher have actually begun their practice teaching work in schools. 26 colleges in Andhra Pradesh, Gujarat, Madhya Pradesh Maharashtra, Karnataka, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal give one to five demonstration lessons during the first spell of initial practice teaching and another six in Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu and the Union Territories of Goa, Daman and Diu between six and ten such lessons. Also, 11 colleges in Andhra Pradesh, Gujarat, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh give one demonstration lesson in each subject while another ten in Andhra Pradesh, Gujarat, Maharashtra, Karnataka, Tamil Nadu, West Bengal and the Union Territory of Chandigarh, two in each teaching subject during the first term of practice teaching. However, still another ten colleges in Gujarat, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and the Union Territory of Delhi arrange such lessons without fixing their number. In all, 63 colleges arrange these lessons during the initial practice of teaching.

(c) Mid-teaching spell

The third series of demonstration lessons takes place in the second term of practice teaching. Though one college each of Gujarat, Kerala, Madhya Pradesh and Maharashtra give no fixed number of such lessons, 19 in Andhra Pradesh, Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu and Uttar Pradesh give one or two lessons: one each in Gujarat Maharashtra, Karnataka, Tamil Nadu and West Bengal (three or four lessons) one each in Andhra Pradesh, Karnataka and Rajasthan and two in Maharashtra (five or six lessons); and ten colleges in Andhra Pradesh, Gujarat, Maharashtra, Karnataka, Tamil Nadu and Uttar Pradesh (two lessons in each subject). Again nine colleges in Andhra Pradesh, Gujarat, Maharashtra and Uttar Pradesh arrange only one lesson in each of the

teaching subjects during this period of student teaching. As many as 52 Colleges of Education give demonstration lessons also to student-teachers during this period.

(d) *Final teaching spell*

Delivery of demonstration lessons extends even to the final stage of practice teaching work. In that stage 18 colleges in Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu and Uttar Pradesh feel the necessity of arranging one to ten such lessons. One lesson in each subject is demonstrated in three colleges of Gujarat and one each of Maharashtra, Karnataka and Uttar Pradesh; between two to four lessons in three colleges of Andhra Pradesh, two of Gujarat, and one each of Madhya Pradesh, Tamil Nadu and Uttar Pradesh, eight to ten lessons in one college each in Maharashtra and Karnataka and one college each in Kerala and Maharashtra do not give any fixed number of demonstration lessons during the last term of practice teaching.

(e) *Graduation of demonstrative teaching*

It is most interesting to study the trend in which the colleges of education graduate the distribution of demonstration lessons over the academic session. Most of the colleges (228) do most of demonstrative teaching before student teachers are actually sent for practice teaching; a number of them (63) continue this practice, though in a limited way, during the initial stages of practice teaching terms; still fewer colleges (52) spread it out still further to the second term of practice teaching and as few as 18 colleges continue it even upto the last stage of the practice teaching programme. The number of lessons also goes on gradually decreasing from time to time. State-wise the colleges in the States of Assam, Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa, Punjab and Tripura give demonstration of model lessons only before the commencement of practice teaching; those in the Union Territories of Chandigarh, Delhi and Goa do so only during the first term of practice teaching neither before nor after it; those in Rajasthan and West Bengal continue such demonstration upto the second term of practice teaching; and those in Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, and Uttar Pradesh continue it right upto the final stage or term of practice teaching. Nevertheless, the number of colleges giving demonstration during first to final term of practice

teaching, is very small compared to those which give it before the commencement of practice teaching.

Types of Demonstration Lessons

A variety of demonstration lessons are given to provide adequate preparation in methods and techniques for the practice of teaching; while one college each in the States of Andhra Pradesh, Kerala, Madhya Pradesh, Maharashtra, Rajasthan and Tamil Nadu follow simple methods of teaching in all their demonstration lessons, about 122 colleges in all the States Union Territories except Himachal, Jammu and Kashmir, Delhi and Goa do not lay down any clear distribution of demonstration lessons between simple and involved methods of teaching. However, 21 colleges in Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan and Tamil Nadu give from one to five lessons in simple methods, five colleges in Gujarat and Tamil Nadu between six to ten lessons and another four colleges in Maharashtra, Karnataka, and Tamil Nadu give 11 to 15 such lessons involving only simple methods of teaching. The other group is of those colleges which give demonstration lessons of involved methods and techniques of teaching in order to help the student-teacher in understanding the practical approach and implications of a variety of methods advocated in the theory course. It appears that these colleges try to give practical shape to the methods they advocate in theory trying them on the touchstone of practice and in turn expect their student-teachers to follow and practise them also in the practice of teaching. As to the number of lessons of complicated nature entailing the use of involved methods, 19 colleges in Bihar, Gujarat, Madhya Pradesh, Karnataka, Orissa, Punjab, Rajasthan, Tamil Nadu do not prescribe any fixed number for such lessons; 25 colleges in all the States other than Andhra Pradesh, Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa, Punjab and Tripura demonstrate teaching based on objective and evaluation approaches, 19 colleges in all the States except Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Orissa, Punjab and Tripura on group approach like seminar, symposium, discussion—panel and group—workshop etc. Twelve colleges demonstrate the methods of supervised self-study and another 12 of project approach; the former approach being adopted in four colleges of Tamil Nadu and in one each of Andhra Pradesh, Assam,

Bihar, Gujarat, Kerala, Maharashtra, Karnataka, and Rajasthan while the later in two each of Maharashtra, Uttar Pradesh, and West Bengal and one each of Andhra Pradesh, Assam, Bihar, Gujarat, Rajasthan and Tamil Nadu. Five colleges i.e. one each in Gujarat, Kerala, Maharashtra, Rajasthan and Tamil Nadu try team-teaching for demonstration purpose while another five i.e., one each in these States excepting Kerala, and adding Uttar Pradesh, demonstrate the unit-plan approach. Problematic, dramatic and source methods are demonstrated in one college each in Gujarat, Maharashtra, and Uttar Pradesh while activity method in one each in Gujarat, Haryana, Uttar Pradesh and West Bengal. Only 12 colleges in Gujarat, Karnataka, Orissa, Tamil Nadu and Uttar Pradesh fix the number of lessons, from 1 to 5 and 1 college each in Gujarat, and Karnataka at 15.

State-wise all the eight approaches of involved methods mentioned above are demonstrated in Gujarat in one college, seven approaches in Maharashtra, six each in Rajasthan and Uttar Pradesh, five in Tamil Nadu, four each in Bihar, Kerala and West Bengal, three each in Andhra Pradesh and Assam, two each in Madhya Pradesh and Karnataka while only one in Haryana.

Demonstrative Teaching—Venue for

T.E.Is organise demonstration lessons in different types of schools such as the attached demonstration schools, cooperating schools, practice teaching schools and in the college itself. One hundred T.E.Is organise demonstrative teaching in the college itself followed by 99 T.E.Is which organise it in the practice teaching schools. A few T.E.Is organise this programme in the attached demonstration schools and cooperating schools (Table 5.22).

(a) Demonstration schools

The practice of organising demonstration lessons in the attached demonstration schools is prevalent in all the States and Union Territories except Himachal Pradesh, Jammu & Kashmir, Tripura and Orissa. The number of colleges following this practice varies from State to State. It is the highest (11) in Maharashtra, followed by nine in Gujarat and eight in Karnataka. It is lowest (1 each) in Haryana and the three Union Territories. The Union Territories of Chandigarh, Goa, Daman and Diu conduct this programme in the demonstration schools alone.

(b) Cooperating schools

Except five States (Haryana, Jammu & Kashmir, Himachal Pradesh, Orissa and Tripura) and the three Union Territories, cooperating schools are used for demonstrative teaching in all the States. The number of colleges using these schools varies from one in Madhya Pradesh to ten in Maharashtra.

(c) Practice-teaching schools

These schools are found in all the States and the Union Territories except in Himachal Pradesh, Jammu and Kashmir, Tamil Nadu, Tripura and the Union Territories of Chandigarh and Goa, Daman and Diu. The number of colleges utilising the services of practice teaching schools is as high as 29 in Maharashtra followed by 19 in Uttar Pradesh and 12 in Gujarat. In the remaining States it varies from one to eight.

(d) College itself

The system of organising demonstrative teaching alongwith other practices in the college itself is common to all the States except Bihar, and the Union Territories. It is, however, the only practice in Himachal Pradesh, Jammu & Kashmir and Tripura.

Demonstrative teaching in all the four types of institutions is organised in Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Uttar Pradesh and West Bengal. In Bihar, it is organised in the schools but not in the college itself. Haryana does not have it in cooperating schools while Tamil Nadu does not have it in practice teaching schools.

Post-Demonstration Discussion

Demonstration lessons are generally followed by discussions to enable the student-teacher to understand the approaches and techniques adopted in demonstrative teaching as also to clarify doubts, if any. These discussions take place in two ways viz. open discussion in which all the student-teachers, irrespective of the subjects they have taken for teaching, participate, and subject group discussions under which only those student-teachers who have opted for that particular subject are allowed to observe and participate in discussion. Both the ways are tried in the T.E.Is. The majority of T.E.Is (142) encourage open discussion method involving all student-teachers to observe and participate in discussions on demonstration lessons while about 86 colleges adopt subject group

discussion involving only those student-teachers who have offered that subject for teaching. Statewise both the approaches are simultaneously in operation in most of the States except Bihar, Himachal Pradesh, Jammu & Kashmir, Orissa, and Tripura and the three Union Territories. Open discussion approach alone is practised in Bihar, Jammu & Kashmir, Tripura and in the Union Territories of Delhi and Goa, Daman and Diu while subject group discussion approach alone is found in Himachal Pradesh, Orissa and Union Territory of Chandigarh (Table 5.23).

Persons who Demonstrate Good Teaching

Demonstration lessons are given by a variety of persons such as staff of training colleges, school teachers, M.Ed. students, old students of the T.E.Is, etc.

In a large majority of T.E.Is (208) method masters of the training colleges give demonstration lessons, the second popular practice (followed by 90 T.E.Is), is of arranging demonstration lessons by class subject teachers. Faculty members in 72 T.E.Is demonstrate good teaching. In some colleges, principal of a college or school, M. Ed. students/old students etc. also give these lessons (Table 5.24).

Method masters give demonstration lessons in all the States and Union Territories. A large number of T.E.Is in Maharashtra (40), Gujarat and Uttar Pradesh (25 each), West Bengal (20), Karnataka (16) follow this pattern. Other faculty members give these lessons in all the States with the exception of Himachal Pradesh, Jammu & Kashmir, Bihar and Tripura and the Union Territories. The maximum number of colleges where this practice obtains are in Maharashtra (20) followed by nine each in Kerala and Uttar Pradesh and seven in Tamil Nadu. In the remaining States one to six colleges follow this practice.

Class subject teachers as well as other teachers in the schools also give demonstration lessons in Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal while in Haryana only the class subject teacher can give these lessons, while in the Union Territory of Chandigarh any school teacher can give these lessons. The number of institutions varies from 1 to 22 where the class subject teachers give demonstration lessons while institutions in which other teachers give such lessons ranges between 1 to 13.

The practice of arranging demonstration lessons by the principal of a school or college is in six States only. These are Bihar, Jammu & Kashmir, Himachal Pradesh, Orissa, Punjab and Uttar Pradesh. The number of institutions adopting this practice varies from one each in Haryana, and Tripura to 16 in Maharashtra.

M. Ed. students and old students also give demonstration lessons in 11 States—Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Tripura, Uttar Pradesh and West Bengal and the Union Territory of Goa, Daman & Diu. The number of institutions adopting this practice varies from one to four with the exception of six in Kerala and 12 in Maharashtra.

In Maharashtra, Karnataka, Rajasthan and Tamil Nadu, these lessons are arranged by experts, experienced teachers, junior college staff, and language teachers also.

Demonstrative Teaching through Films

Use of films as a medium of providing demonstration lessons to teachers under preparation seems to be gaining in popularity in the colleges of education, though in a small way. While majority of the colleges (184) have clearly stated that they do not use films for the purpose of demonstration of teaching, a number of them (56) do adopt this method of demonstration. The method of demonstration through films is becoming popular with some colleges in the States of Andhra Pradesh (4), Assam (1), Gujarat (16), Kerala (1), Madhya Pradesh (1), Maharashtra (9), Karnataka (3), Rajasthan (6), Tamil Nadu (9), Uttar Pradesh (3) West Bengal (2) and the Union Territory of Delhi (1). But if we compare it with the titles of films furnished by the colleges of education it is seen that only 40 colleges of education actually use films for demonstration purposes. Clearly, 12 colleges only have stated that they are using films to demonstrate teaching without giving the names of films they show. Besides, four colleges in Andhra Pradesh, Gujarat and Maharashtra also use filmstrips, flashcards, film slides etc. for demonstration of teaching. However, the method of demonstration through films seems to be particularly gaining ground in the colleges of Gujarat, followed by Maharashtra, Tamil Nadu, Rajasthan and Andhra Pradesh.

Nature of Demonstration Films

An analysis of the films used for demonstration of teaching in certain colleges of education in the country would reveal that a wide variety of subjects were covered by these demonstrations. They pertain to subjects like general educational matters, methods and techniques of teaching, mathematical science, general biological science, physical and chemical science, geography, history, social sciences, humanities and languages including English, and literature. About one and a half dozen films on general educational matters and methods and techniques of teaching were exhibited in certain colleges in the States of Andhra Pradesh, Assam, Gujarat, Kerala, Maharashtra, Rajasthan and Tamil Nadu. These are on classroom motivation, classroom discipline, study habits, how to learn, how to use films in the classroom, teaching in the new pattern, student teaching, view and teach, problem method, individual differences, A.V. material for teaching, frames of reference, on psychological services and projects. In mathematics, however, there are just five topics in which films were shown—two on 'set theory' and 'graphs' in Gujarat, one on 'Geometrical theorems' in Maharashtra, one on 'Mathematics and Honeycomb' in Tamil Nadu and one on 'Equation' in West Bengal. There were only three films on Chemistry viz. Nitrogen compounds, 'Petroleum refinery' and 'Iron and Steel' all in one college of Tamil Nadu and in Physical Science. Nine films were available in certain colleges of Gujarat, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh. These were on 'Electricity', 'Properties of Matter', 'Columbus Law', 'Archimedes Principle', 'Magnetism', 'Broader Concept of Magnetism', 'Steam Engine' and 'Light'. As regards Biological and General Science, about two dozen films were shown in the States of Gujarat (7 in 9 colleges), Madhya Pradesh (1), Maharashtra (7 in 8 colleges), Karnataka (1), Rajasthan (4 in two colleges), Tamil Nadu (3 in one college) and Uttar Pradesh (1). These films were on 'Disease, circulatory Cholera', 'Food and Health', 'Skin', 'Eye', 'Parts of flowers and their functions', 'Circulation of Blood', 'Respiratory system', 'Germs', 'Classification of animals', 'Parts of body', 'Sea-faring life', 'evolution of the race of man', 'self pollination of flowers', 'parts of plants', 'Genes and chromosomes', 'Excretory system', 'Heart-lung circulation', and 'Brain'. Another subject in which a number of films were demonstrated in certain colleges is Geography. About two and a half dozen films were

shown on this subject in the colleges of education belonging to Gujarat (8 in 7 colleges), Kerala (1), Madhya Pradesh (2 in 1 college), Maharashtra (6 in 3 colleges), Karnataka (2 in two colleges), Rajasthan (4 in 2 colleges), Tamil Nadu (3 in college) and Uttar Pradesh (2 in 2 colleges). These films were on portions of Geography lesson, Life of Eskimoes, Burma, Egypt, Cycle of season, Life in Japan, Australia, Volcano, Ceylon. The American wheat farmer, Map we live by, Tundra Region life, Longitude and latitude, Day and Night, Gangetic plain, Physical Features of India, Earthquake, Eclipse, People of India, Landmark of India, Kashmir—Switzerland of the East, Fishermen of Kerala, and Means of Transport. But there were only five films on History entitled the story of Humayun, (in 1 college of Gujarat), Places of Historical Interest, and important sculpture works of Mughal period (in two colleges in Maharashtra), source of History and Indus valley civilization (in 2 colleges of Rajasthan). There were only seven films in Social Sciences and Humanities other than History and Geography. These were 'Gosowardhan', 'Kar Bhalla Hoga Bhalla', 'Natkhat Chander', 'Mithe Jamson', and 'Mere Kadu Ludak Ke Chal' (in two colleges of Gujarat), 'World Religion' (in one college of Maharashtra), and 'Festivals and Folk Dances' (in one college of Tamil Nadu). However, in languages and literature, there were only five films, two in languages and three in literature.

The only film on Hindi pertained to 'The story of Hindi' which was shown in a college in Gujarat, and that on English was 'Improving pronunciation' shown in one of the colleges of education in Andhra Pradesh. The three films on literature were entitled 'Julius Caesar', 'Tempest', and 'Wordsworth'—all shown in two colleges in Tamil Nadu.

Obviously, the titles of these films indicate that most of the films shown could have served the purpose of content-enrichment of the student teachers rather than imparting to them any knowledge of learning methods, techniques and maxims of teaching. Only ten films were directly or indirectly related to the processes of teaching including classroom management. Evidently, most of the films were shown for purposes other than the demonstration of teaching, and were for not of much value so far as demonstrative teaching for of student-teachers is concerned.

Glancing at the Statewise picture, it is noticed that in all 99 films were shown in 40 colleges of education

27 films were shown in 13 colleges of Gujarat, 22 in five colleges of Tamil Nadu, 19 in eight colleges of Maharashtra, 14 in four colleges of Rajasthan, four in three colleges of Uttar Pradesh, three in one college each of Andhra Pradesh and Madhya Pradesh, two each in two colleges of Karnataka and one college of West Bengal and one in one college of Assam. One can conclude from this position that the use of technological hardware in the preparation of teachers is now being recognised in the colleges is education, though in small way and at an initial stage of technological impact on education.

Criticism Lessons

72 T.E.Is in all the States/Union Territories except Jammu and Kashmir, Punjab, Tripura and Goa, Daman & Diu arrange criticism lessons before the practice teaching commences; 60 colleges in all the States except Bihar, Himachal Pradesh, Jammu and Kashmir, Kerala, Punjab, Tripura, West Bengal and the Union Territory of Goa, Daman and Diu arrange it at the end of practice teaching; another 42 in all the States except Bihar, Himachal Pradesh, Orissa, Punjab, Rajasthan and Tamil Nadu arrange them during the course of practice teaching; and still another group of 36 in all the States except Bihar, Himachal Pradesh, Haryana, Jammu and Kashmir, Orissa, and Tripura have them before the final examination in teaching. However, six colleges i.e., one each in Assam, Kerala, Maharashtra, Tamil Nadu and two in Gujarat arrange them at any time during the session. As regards the number of criticism lessons, 48 colleges in all the States/Union Territories except Assam, Jammu and Kashmir, Punjab, Tripura and Goa, Daman and Diu prescribe one or two such lessons before the beginning of practice teaching; nine colleges in Gujarat, Maharashtra, Rajasthan, Tamil Nadu and West Bengal prescribe three to five; ten colleges in Andhra Pradesh (1), Kerala (8) and Tamil Nadu (1) fix five to ten lessons while five colleges in Assam, Gujarat and Haryana do not fix any specific number of criticism lessons to be delivered during the period before the commencement of practice teaching. Similarly, 45 colleges in Andhra Pradesh, Gujarat, Haryana, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu and Uttar Pradesh and the Union Territories of Chandigarh and Delhi, expect one or two criticism lessons at the end of practice teaching, and another 15 in Assam, Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu and Uttar Pradesh do not fix any specific number of criticism lessons to be

delivered at the end of practice teaching. Of those which arrange criticism lessons during the period of practice teaching, 20 in Andhra Pradesh, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Tripura, Uttar Pradesh and West Bengal prescribe one or two such lessons, six in Andhra Pradesh, Assam, Gujarat, Jammu and Kashmir and Madhya Pradesh, three to five lessons; one each in Himachal Pradesh, Tamil Nadu, Uttar Pradesh, five lessons per teaching subject; and 13 colleges in Assam, Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan and Uttar Pradesh do not give any fixed number of lessons for this purpose. Likewise, 26 colleges of education in Andhra Pradesh, Kerala, Madhya Pradesh, Karnataka, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh arrange one or two criticism lessons before the final examination in teaching, one each in Gujarat and West Bengal expect three to five such lessons while eight colleges in Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra and Karnataka do not fix any number for criticism lessons to be given before the final examination.

Reviewing the organisation of criticism lessons statewise, we obtain the following picture. In Bihar criticism lessons are arranged only before the beginning of practice teaching; in Himachal Pradesh, these are arranged both before and during practice teaching; in Jammu and Kashmir and Tripura only during teaching practice; in Punjab only before the final examination; in Orissa, Chandigarh and Delhi both before and towards the end of teaching practice; in Haryana before, during and end of practice teaching; while in Andhra Pradesh, Assam, Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Tamil Nadu and Uttar Pradesh criticism lessons are arranged before, during, towards the end of practice teaching and before the final examination. However, in Kerala and West Bengal these are arranged before and at the end of practice teaching as also before the final examination in teaching. Thus there is a great variety of ways in which criticism lessons are given in the States and Union Territories.

Discussion Regarding Criticism Lessons

Criticism lessons in some colleges are discussed in the class while in others, this is not done. A large majority of T.E.Is (173) from all the States and Union Territories follow the first practice. The maximum number of T.E.Is (26) having this provision is in Uttar Pradesh followed by 19 each in West Bengal

and Maharashtra and 17 in Kerala. In States like Gujarat, Rajasthan and Karnataka, the number of institutions is also quite large (14, 11, 10, respectively). In the remaining States their number ranges from one to nine (Table 5.25).

In 12 (6.5%) T.E.Is—of Gujarat and West Bengal (1 each), Maharashtra (2), Tamil Nadu (3) and Uttar Pradesh (5) no provision for discussion of criticism lessons has been made.

Purposes of Organising Criticism Lessons

Criticism lessons are organised by different T.E.Is with the main purpose of providing diagnostic and remedial measures for the student-teacher's professional growth and appraising his achievements during practice teaching programme. In 128 T.E.Is criticism lessons serve to diagnose the weaknesses of student-teachers in their teaching and to provide remedial measures. Such institutions exist in all the responding States though their number varies from State to State. The largest number of such colleges (16) is in Uttar Pradesh followed by 15 each in West Bengal, Gujarat and Kerala and 14 in Maharashtra. In the remaining States, the number ranges from one to nine (Table 5.26).

In 122 T.E.Is through criticism lessons an appraisal of the student-teachers achievement is made. Lessons with this purpose are also organised in all the States and Union Territories except Jammu and Kashmir and Orissa. In this regard Uttar Pradesh leads where 25 colleges promote this purpose of criticism lessons followed by 15 in Maharashtra and 14 in Gujarat. In the remaining States they range from one to ten. Both the purposes are taken care of by T.E.Is in almost all the States with exception of Jammu and Kashmir, and Orissa and the Union Territories of Chandigarh and Goa, Daman & Diu. In these two States, in one T.E.I each criticism lesson serves the purpose of diagnostic and remedial measures for the student-teachers' professional growth while in the two Union Territories an appraisal of student-teacher's achievement is made through criticism lessons.

Counting of Criticism Lessons towards Internal Assessment.

In some T.E.Is criticism lessons are counted towards internal assessment while in others these are not counted. Data in this regard are supplied by 179 T.E.Is. Out of 179 T.E.Is as many as 116 (64.8%) from all the States except Bihar and Orissa count criticism lessons

towards internal assessment. The largest number of institutions having this provision is in Uttar Pradesh (27) followed by 15 in Gujarat and 11 in Kerala. The smallest number of such institutions (1 each) is in Himachal Pradesh and Jammu and Kashmir preceded by two in Tripura and three each in Assam and Punjab (Table 5.27).

63 T.E.Is (35.2%) have no such provision. These institutions are spread over in all the States except Himachal Pradesh, Jammu and Kashmir, Karnataka, Rajasthan and Tripura. The number of such institutions varies from one each in Andhra Pradesh, Haryana, Orissa and the Union Territory of Chandigarh to 16 in West Bengal.

In 11 States—Andhra Pradesh, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Uttar Pradesh, Assam, Punjab, Tamil Nadu, and West Bengal, some institutions count criticism lessons towards internal assessment while others do not follow this practice. In the first seven States more institutions count these lessons towards internal assessment while in the last three States more institutions do not count them towards internal assessment. In Assam an equal number of colleges (3 each) follow each practice. In Himachal Pradesh, Jammu and Kashmir, Tripura and Rajasthan all the responding colleges follow the first practice while in Bihar and Orissa no institution counts these lessons towards internal assessment.

Persons Who Approve Lesson Plans

Lessons prepared by student-teachers are approved by different persons such as staff of T.E.Is, school teachers, principals etc. In 207 T.E.Is of all the responding States and Union Territories with the exception of Himachal Pradesh and Jammu and Kashmir lessons of students are approved by the method masters. Again, faculty members approve the lessons in 74 T.E.Is in all the States, with the exception of Himachal Pradesh, Jammu and Kashmir, and Punjab and the Union Territories. Classroom teachers approve these lessons in 22 T.E.Is while both masters and classroom teachers do this job in 20 T.E.Is. In two T.E.Is each in Tamil Nadu and Andhra Pradesh and one T.E.I each in Gujarat, Jammu and Kashmir, Kerala and Karnataka, tutors are also authorized to approve the lessons (Table 5.28).

All the five categories of personnel are authorised to approve the lesson plans of students in Andhra Pradesh,

Kerala, and Tamil Nadu only. In Assam, Bihar and West Bengal, except tutors, personnel from all the remaining four categories approve lesson plans. In Karnataka, this responsibility is not given to class-room teachers alone. In the remaining States, in most of the cases, college staff approves the lesson plans.

Provision of Time for Discussion and Approval of Lesson Plans

One hundred and eighty-eight T.E.Is responded to the query regarding the provision of time for discussion and approval of lesson plans in the regular college time-table. Out of these, 139 (73.9%) T.E.Is informed that they provide time in the regular college time-table for this purpose. In other words these T.E.Is have an in-built system for the discussion and correction of lesson plans and this activity is considered as a part of their duty while in 49 (26.1%) T.E.Is no in-built system of providing time in the regular time-table for the discussion and approval of lesson plans is in vogue (Table 5.29).

Though the former practice is prevalent in all the States with the exception of Jammu and Kashmir and Punjab, the largest number of T.E.Is (31) having this provision is in Maharashtra followed by 22 each in Gujarat and Uttar Pradesh while only one T.E.I. in Bihar has this provision preceded by 2 each in Tripura and Andhra Pradesh.

Approaches to Lesson Planning

Maximum number of institutions (155) encourage lesson planning through Herbartian steps followed by 135 T.E.Is encouraging objective-based evaluation approach. Activity project approach and matter-method approach are also practised by 74 and 63 T.E.Is respectively (Table 5.30).

Herbartian steps in planning the lessons are followed in different institutions of all the States and Union Territories except in Himachal Pradesh. A number of institutions in Maharashtra (30), Uttar Pradesh (29), Karnataka (14), Gujarat and Madhya Pradesh (11 each) encourage this practice. In the remaining States, the number of such institutions varies between one to eight.

Matter and Method approach is common to all the States and Union Territories except Himachal Pradesh, Jammu and Kashmir, Orissa, Punjab and Tripura. The number of institutions encouraging this system varies

from one in the three Union Territories and Kerala and Bihar to 11 in Maharashtra.

Activity method too, is popular in almost all the States and Union Territories except Haryana, Himachal Pradesh, Jammu and Kashmir and Orissa. Gujarat (17), Maharashtra (10), West Bengal (9), Madhya Pradesh and Rajasthan (7 each) are the States applying mostly the activity method approach. In the remaining States the number of institutions following this approach is one to six.

Except Jammu and Kashmir, Punjab, Tripura and the Union Territories of Chandigarh and Delhi, all the States and Union Territories encourage objective-based approach. As many as 33 colleges of Maharashtra and 23 of Gujarat favour this practice. In the remaining States the number varies from one to twelve.

All the four approaches are encouraged in all the States and Union Territories except Haryana, Orissa, Tripura and Chandigarh and Delhi, where two to three approaches are followed. In Himachal Pradesh and Jammu and Kashmir only one approach each is in operation. The former encourage objective-based and evaluation approach while the latter Herbartian steps only.

Supervision of Lessons

Supervision of each trainee's lessons during the practice teaching programme is either done for the full period or for a part of the period. In 152 institutions (65.2%) out of 233, it is done for the full period while in 81 institutions (34.8%) it is not done for the full period (Table 5.31).

The system of supervising the full lesson is prevalent in all the States except in Bihar, Himachal Pradesh, Orissa and Punjab. It is also practised in the Union Territory of Goa, Daman and Diu. The maximum number of institutions favouring this system (34) are in Maharashtra followed by 23 in Gujarat and 17 in Tamil Nadu. In Karnataka, Kerala and Uttar Pradesh also their number is quite large (16, 14, 13, respectively). In the remaining States, it varies from one to eight.

The practice of supervising a part of the lesson is prevalent in 14 States—Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Madhya Pradesh, Kerala, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal and the Union Territories of Delhi and Chandigarh. The number of institutions having this practice varies from one to twenty-one.

Both the practices of supervising lessons in full and in part are found in ten States (Assam, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal) Andhra Pradesh, Jammu and Kashmir, Karnataka, Tripura and the Union Territory of Goa, Daman and Diu follow only one practice of supervising each trainee's lesson in full while Bihar, Himachal Pradesh, Orissa, Punjab and the Union Territories of Chandigarh and Delhi have provision of supervising a part of the lesson.

Supervision is done by the supervisor either in his own subject or in all the subjects. The former practice is followed in 112 institutions while the latter is found in 150 institutions.

The practice of supervising lessons in one's own subject is not in vogue in Himachal Pradesh, Jammu and Kashmir, Orissa and the two Union Territories. The remaining States favour it. The maximum number of institutions (15) popularising this practice is in Kerala followed by 14 each in Maharashtra, Tamil Nadu and Uttar Pradesh and 13 in Gujarat. In the remaining States their number ranges between one and eight.

The practice of supervising lessons in all the subjects is comparatively popular and is followed in all the States and the two Union Territories. In a good number of colleges in Maharashtra (30), Uttar Pradesh (22), Gujarat (20), West Bengal (19) and Karnataka (12) supervisors supervise lessons in all the subjects. In the remaining States the number of such institutions varies from one to six.

Both the practices are favoured in all the States except in Himachal Pradesh and Orissa. In these States and the Union Territories of Dehli and Goa, Daman and Diu the supervisors supervise lessons of trainees in all the subjects.

Number of Lessons to be Supervised per Period

Supervisors usually supervise two or three lessons. Sometimes, they have to supervise even more lessons in one period. The former practice is checked by 82 colleges (70.7%) while the latter is found in 34 colleges (29.3%) Table (5.31).

In 12 States and the Union Territory of Chandigarh supervisors supervise two to three lessons per period. The largest number of such institutions (16 each) is in West Bengal and Maharashtra followed by 12 in Uttar

Pradesh and 7 in Rajasthan. In the remaining States (Andhra Pradesh, Assam, Gujarat, Haryana, Kerala, Madhya Pradesh, Tamil Nadu, Tripura) and the Union Territory of Chandigarh, it varies from one to six.

The practice of supervising more than three lessons is not much in vogue. The largest number of colleges having this practice, (14) is in Uttar Pradesh followed by five in Madhya Pradesh and three each in Bihar, Rajasthan and West Bengal. In Gujarat, Maharashtra, Andhra Pradesh and Kerala, it is one, while in Haryana it is two.

In Assam, Tamil Nadu, Tripura and the Union Territory of Chandigarh only one practice of supervising two to three lessons is prevalent while in Bihar supervisors supervise more than three lessons per period. In the remaining responding States, both the practices are followed.

New Methods of Teaching and Instruction

About 30 T.E.Is in different States like Andhra Pradesh, Bihar, Gujarat (7), Kerala, Madhya Pradesh, Maharashtra (6), Rajasthan (5), Tamil Nadu, Uttar Pradesh and West Bengal claimed that they have developed or devised new methods of teaching. As to the nature of new methods evolved or practised they are like these : Teacher's own style of teaching, Unit method, objective-based evaluation method, Team-Teaching, Micro-teaching, bilingual approach to teaching of English, structural approach to teaching of English, Film strip lessons, Puppet-show teaching, Panel-discussion method, symposia and workshop method, Internship in teaching, Teaching poetry through pictures, Question-Answer method, New type-testing, Activity method, Group method and work, A. V. methods etc. It is interesting to note, that certain colleges of education have at least started using different methods of teaching, though in a small way, rather than merely teaching the theory, which is a healthy trend.

Regular Teaching in Schools by Teacher Educators

17 T.E.Is in Gujarat, Haryana, Madhya Pradesh, Kerala, Karnataka, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh stated that their teacher educators take regular classes in schools. Broadly, this is done with a view to provide for (i) remedial teaching in the case of one college each in Gujarat, Karnataka and Uttar Pradesh ; (ii) experimentation on methods and techniques

in the case of one college each in Gujarat, Karnataka, Haryana and two in Tamil Nadu ; (iii) Demonstration of new techniques and methods in one college each in Gujarat, Kerala, Madhya Pradesh and Karnataka ; (iv) Improving teaching in schools in one case each in Gujarat, Kerala, Punjab, and Tamil Nadu ; (v) Meeting school requirement in one college in Gujarat ; (vi) Gaining practical experience of teaching in schools in the case of a college in Karnataka and two colleges in Tamil Nadu ; (vii) Keeping contact with schools in the case of a college each in Kerala and Tamil Nadu ; (viii) Obtaining a clear picture of the totality of school situation and responsibilities in the case of a college in Tamil Nadu. Obviously, regular teaching in schools is done by certain teacher educators for a variety of purposes. However, colleges in the States of Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jammu and Kashmir, Orissa, Maharashtra, Tripura and West Bengal and the Union Territories have not been responded on this aspect of the questionnaire.

Research Experience given to Student Teachers

A variety of experiences are provided to the student-teachers in research work in about 111 colleges of education in all States/Union Territories except Bihar, Haryana, Himachal Pradesh, Punjab, Chandigarh and Goa, Daman & Diu. As many as 23 colleges in Maharashtra, 13 in Gujarat, 11 each in Karnataka and Tamil Nadu, eight in Uttar Pradesh, seven in Rajasthan, six in Andhra Pradesh, five in Madhya Pradesh, four in West Bengal, three in Assam, two each in Orissa and Tripura, and one each in Jammu and Kashmir and the Union Territory of Delhi provide for such experiences. As to the nature of research work involved in the preparation of teachers, Action Research, Case Studies, Experimental Projects, Surveys and census studies, Preparation of Research tools and designs, Programmed learning techniques, Maintenance of records including cumulative records, construction and administration of different types of tests, preparation of work books and instructional materials etc. figure as important items of work in these colleges. Some of the colleges involve student-teachers in actually conducting these activities while a number of them acquaint them with these techniques and issues as a part of the theory papers either under the compulsory group of papers or under the optional ones.

Co-curricular Activities in Teacher Preparation

In order to inculcate desirable values and attitudes about the socio-cultural aspects of life, student-teachers are afforded a variety of opportunities to organise and participate in a number of community activities as an integral part of the training programme of teachers. One of the important activities, among others, is the organisation of speeches, declamations, debates, elocutions, discussions, reading contests etc. in 132 T.E.Is in all States/Union Territories except Bihar, Himachal Pradesh, Tripura, Chandigarh and Goa, Daman & Diu. Coupled with this is the practice of organising seminars, workshops, symposia, brains trust etc. in 61 colleges in all States/Union Territories except Andhra Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Orissa, Tripura and Goa, Daman & Diu. Another allied activity is the organisation of literary activities like quiz competitions, essays and the writings which are followed in 53 colleges of education in all States/Union Territories except Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa, Tripura, Delhi and Goa, Daman & Diu. There is one college in Punjab which takes initiative in organising a skill-in-teaching contest by inviting student-teachers from other colleges of the States. Student-teachers are also involved in the preparation of the manuscript or collection of material for the college magazine, newsletters, journal, news bulletin etc. in 34 colleges in the States of Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Orissa, Punjab, Rajasthan, Uttar Pradesh and West Bengal. Another literary activity is extension services, guest lectures, educational talks, coaching in school sections, etc. which is pursued in 57 colleges in States/Union Territories other than Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jammu and Kashmir, Kerala, Tripura, Chandigarh and Goa, Daman & Diu. In 42 colleges in States/Union Territories except Andhra Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir, Tamil Nadu, Tripura, Chandigarh and Goa student-teachers also organise educational fairs, exhibitions and art galleries, besides another 16 colleges in the States of Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh involve their student-teachers in the preparation of filmstrips and display of educational films, and 15 others in Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh and West Bengal encourage

student-teachers in preparing A.V. aids, instructional materials, while 11 colleges in Gujarat, Kerala, Maharashtra, Karnataka, West Bengal and Delhi encourage them in the preparation of wall magazines, wall-papers, literary papers and quotations. A few institutions (9) in Bihar, Gujarat, Haryana, Madhya Pradesh, Maharashtra, Punjab and Tamil Nadu initiate them to undertake book-reviews, review of events, project and investigation work as well.

Apart from the literary activities mentioned above a few artistic and cultural activities are also undertaken by student-teachers. 79 colleges in all States / Union Territories except Bihar, Himachal Pradesh, Tripura, Chandigarh and Goa, Daman and Diu organise artistic activities like songs and musical concerts, dramatics, folk dances, role playing, fancy dress shows, kavi Sammelans, etc. while eight others in Assam, Gujarat, Kerala, Maharashtra, Rajasthan and West Bengal take on activities like painting, drawing, Rangoli decoration etc. 47 colleges in all States except Andhra Pradesh, Karnataka, Tamil Nadu and Tripura organise cultural functions; 19 in Gujarat, Madhya Pradesh, Maharashtra, Karnataka and Tamil Nadu observe community prayers, prayer talks, and religious instruction while 14 in Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamil Nadu and West Bengal organise assemblies for religious, moral and cultural education. Principles of democratic institutions and cooperative community life are also put into practical shape in various forms-in 7 colleges in Gujarat, Madhya Pradesh, Karnataka and Uttar Pradesh mock parliament, mock courts, etc. are organised by student-teachers. Cooperative hostel life, cooperative stores/ canteen, community dinner, and activities like cooking and sharing of common duties are observed in 32 colleges in the States/Union Territories of Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Punjab, Rajasthan, West Bengal, Delhi and Goa, Daman & Diu. Similarly, educational tours, excursions, picnics and field trips are organised by student-teachers in 103 colleges in all States except Himachal Pradesh and Tripura. Social service activities like mass education, social education, adult education, night schools, mass cleaning, Shramdan, rural survey and service, etc. are organised by 53 colleges in all States except Himachal Pradesh, Jammu and Kashmir, Kerala and Tripura, while 23 colleges in the States / Union Territories of Madhya Pradesh, Karnataka, Orissa, Rajasthan, Tamil Nadu, Uttar

Pradesh, West Bengal and Goa, Daman and Diu arrange home guard services like NCC, N.S.S., fire fighting, first aid, scouting, guiding and camping. 33 colleges in Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal undertake activities like work experience, agriculture, educational handwork, citizenship training camps, leadership training camps etc.

Games, sports and physical education also play an important part in the preparation of teachers. In this regard 145 colleges in all States/Union Territories except Himachal Pradesh, Jammu and Kashmir, Tripura and Goa, Daman & Diu organise activities like annual games and sports, intra-and inter-college physical activities, competitions and other physical education exercises and feats.

Besides, the colleges of education celebrate national /regional/local/ international days and festivals to inculcate among student-teachers the spirit of singleness of purpose in human life. A large number of days and festivals are observed in different colleges of education. About 50 colleges in all States/Union Territories except Andhra Pradesh, Haryana, Himachal Pradesh, Tripura and Uttar Pradesh have stated that they observe various days and festivals. 13 in Assam, Haryana, Kerala, Maharashtra, Karnataka, Rajasthan and Uttar Pradesh celebrate annual or foundation days of the college. 14 in Kerala, Madhya Pradesh, Maharashtra, Karnataka, Orissa, Punjab, Tamil Nadu and Uttar Pradesh observe the teacher's day while 3 in Kerala, Maharashtra and Karnataka, celebrate children's day in the college. UNO day is also observed in 12 colleges in Kerala, Maharashtra, Karnataka, Rajasthan, Tamil Nadu and Uttar Pradesh. Similarly, Van-Mahotsava day is observed in a college of Kerala.

Two colleges in Tamil Nadu and Tripura celebrate UNESCO day. Independence and Republic Days are celebrated in 17 colleges each in different States/Union Territories like Andhra Pradesh, Assam, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Delhi and Goa, Daman & Diu. Other days observed in various institutions in various parts of the country, are : Alumni day, parents/guardians' day, Principal's day, National integration day, illiteracy-eradication day, Human Rights day, College day, Talents day, Hindi day, International Education year day, Sarvodaya

day, Vinoba's day, Mahatma Fule day, L.R. Kriposkar day, Karamveer Patel day, Lokmanya Tilak day, Veer Savarkar day, Tulsi day, Sri Radhakrishnan day, Swami Vivekananda day, Aurobindo day, Bhartendu day, Ishwarchandra Vidyasagar day, Ramcharit Manas day, Anand Basu day, Ganesh Chaturthi day, Sri Sarada Jayanti day, Lincoln day, Tolstoy day, Comenius day, Montessori day, Darshna Singh Pheruman day. A few centenary functions are also celebrated in certain colleges of education. These include Tagore centenary day, Shankar Deo centenary day, Mehta centenary day, Gaudi centenary day etc. Similarly, religious days like Diwali, Id, Raksha Bandhan, Durga Puja, Janma Ashtmi, Bhaiduj, Holi, Basant, Shivaratri and Christmas are celebrated in certain colleges.

This review of the organisation of various types of co-curricular and extra-curricular activities coupled with the celebration of important days and festivals in the colleges of education reveals how rich and value-oriented the programmes of these institutions could be when taken collectively.

Nature of Organisations, Bodies

A number of organisations, societies, bodies exist in the T.E.Is to offer academic, professional and general development of the individual student-teachers in a cooperative endeavour. About 156 colleges in all States Union Territories except Himachal Pradesh, Jammu and Kashmir, Tamil Nadu have student-club/parliament union followed by 129 colleges in the same States Union Territories except Goa, Daman and Diu which have hobby centres dramatic groups/clubs. Another 123 colleges in all States Union Territories except Assam, Bihar, Himachal Pradesh, Jammu and Kashmir, Tripura and Delhi have formed subject clubs study groups and about 84 colleges in the States except Haryana, Himachal Pradesh, Jammu and Kashmir and Tripura have students forums publication committees research committees. 95 colleges in all States except Bihar, Himachal Pradesh, and Tripura have Students Academic Association. Other Bodies that exist in the colleges of education here and there are Students Planning Forums in 22 colleges in States Union Territories of Andhra Pradesh, Kerala, Maharashtra, Karnataka, Orissa, Punjab, Tamil Nadu, Uttar Pradesh, West Bengal, and Delhi. Physical Education Sports clubs, Athletic Associations etc. exist in 18 colleges in the States except Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, and

Tripura; social service groups have been formed in 15 colleges in Andhra Pradesh, Kerala, Karnataka, Tamil Nadu and West Bengal; cultural/religious moral associations function in ten colleges of Andhra Pradesh, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu, and West Bengal. There are Alumni Old Students Unions in 8 colleges of Assam, Gujarat, Karnataka and West Bengal. Excursion committees exist in eight colleges of Karnataka, Orissa, Punjab, Tamil Nadu, and West Bengal. House system operates in eight colleges of Assam, Haryana, Kerala, Maharashtra, Karnataka and Tamil Nadu. Other groups which are found in certain colleges of education are: Food/ Hostel Committees in two colleges of Maharashtra and West Bengal, Students Welfare Association in three colleges of Maharashtra and West Bengal, debating clubs/societies in five colleges of Maharashtra, Orissa, Punjab and West Bengal; School/college complex in two in Maharashtra and Tamil Nadu, Village Association in one college of Karnataka, film society in one college of Orissa, sectional associations in two colleges of Orissa and Tamil Nadu, Library/A.V. Committee in three colleges of Maharashtra, Punjab and Tamil Nadu and Beautification Committees in two colleges of West Bengal. Obviously, a vast number of clubs associations societies union forums which exist in various colleges of education in different parts of the country go a long way in revealing the important role they can play in forming the personal and professional culture of the teachers they train.

Research Reports Publications Journals

A number of T. E. Is are engaged in research and publication work. As many as 116 colleges in all States except Himachal Pradesh are bringing out college journals magazines or newsletters. About 100 of them in these States bring them out in printed form. As per details given by these colleges, 96 of these journals etc. are brought out annually, four each quarterly and half-yearly, one bi-monthly while another five monthly. As to the nature of content in these magazines, there are articles by student-teachers in the case of 13 colleges in Bihar, Gujarat, Haryana, Madhya Pradesh, Maharashtra, Karnataka, Orissa, Punjab, Rajasthan and Tamil Nadu, general educational content in 36 cases in all the States except Andhra Pradesh, Gujarat, Himachal Pradesh, Madhya Pradesh, Orissa, Tamil Nadu, Tripura and West Bengal. In the case of 16 colleges in States of Andhra Pradesh, Kerala, Madhya Pradesh, Karnataka,

Maharashtra, Orissa, Punjab, Rajasthan and Tamil Nadu, these journals contain articles, essays, stories and poems; and in another group 13 in Gujarat, Kerala, Haryana, Madhya Pradesh, Maharashtra, Karnataka and Tamil Nadu the journals are mostly oriented towards the professional growth of teachers. One journal in Madhya Pradesh also contains research abstracts and material on school improvement and five other colleges in Madhya Pradesh, Maharashtra and Rajasthan bring out their annual reports as well.

As to research monographs, 13 colleges in Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Uttar Pradesh, West Bengal and Delhi have brought out research reports and supplementary research material

on different aspects of school/teacher education; another five in Maharashtra, Karnataka and Uttar Pradesh have brought out reports of seminars, workshops and conferences organised by these institutions; a group of four colleges in Kerala, Maharashtra and Uttar Pradesh have come out with miscellaneous college publications; and three colleges in Gujarat and Punjab have brought out bibliographies and list of books and other relevant material on education. However, colleges in States/ Union Territories of Andhra Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa, Tamil Nadu, Tripura, Chandigarh and Goa, Daman and Diu have not contributed in any way in bringing out any research material from their institutions.

Table 5.1

Number of subjects a trainee is required to teach during practice teaching.

Sl. No.	States/Union Territories	Number of subjects a trainee is required to teach					Total response
		1	2	3	More than 3	Mean	
1.	Andhra Pradesh	—	7	1	—	2.1	8
2.	Assam	—	3	3	—	2.5	6
3.	Bihar	1	3	—	—	1.8	4
4.	Gujarat	5	20	—	—	1.8	25
5.	Haryana	—	5	—	—	2.0	5
6.	Himachal Pradesh	1	—	—	—	1.0	1
7.	Jammu & Kashmir	—	—	1	—	3.0	1
8.	Kerala	2	15	—	—	1.9	17
9.	Madhya Pradesh	1	10	1	—	2.0	12
10.	Maharashtra	5	41	—	—	1.9	46
11.	Karnataka	2	17	—	—	1.9	19
12.	Orissa	—	6	—	—	2.0	6
13.	Punjab	—	12	—	—	2.0	12
14.	Rajasthan	2	10	—	—	1.8	12
15.	Tamil Nadu	—	15	3	—	2.2	18
16.	Tripura	—	2	—	—	2.0	2
17.	Uttar Pradesh	2	29	3	1	2.0	35
18.	West Bengal	—	22	—	—	2.0	22
19.	Union Territories						
	1. Chandigarh	—	1	—	—	2.0	1
	2. Delhi	—	1	—	—	2.0	1
	3. Goa, Daman & Diu	—	1	—	—	2.0	1
Total		21	220	12	1		254
Percentage		8.3	86.6	4.7	0.4	1.9	

Table 5.2

Number of lessons a trainee is required to teach

Sl. No.	States/Union Territories	Number of lessons to be taught in each teaching subject						Other responses	Total response
		10	12	15	20	25	30		
1.	Andhra Pradesh	3	—	3	—	—	2	—	8
2.	Assam	6	—	—	—	—	—	—	6
3.	Bihar	—	—	—	4	—	—	—	4
4.	Gujarat	—	3	9(E)	7(F)	—	—	3 (40 in all, freshers)	22
5.	Haryana	—	—	—	—	4	—	—	4
6.	Himachal Pradesh	—	—	—	1	—	—	—	1
7.	Jammu & Kashmir	1	—	—	—	—	—	—	1
8.	Kerala	3	1	11	1	—	—	—	16
9.	Madhya Pradesh	—	—	1	10	—	—	1 (40 in all)	12
10.	Maharashtra	7(E)	1 2(E)	6(F) 8(E)	1(F)	18(F)	—	—	43
11.	Karnataka	11	—	5	—	—	—	2(40 in)	18
12.	Orissa	—	—	3	—	—	—	1(16 each) 1 (40 in all)	5
13.	Punjab	—	—	—	—	6	5	—	11
14.	Rajasthan	—	—	—	8	—	—	2(40 in all) 1(60 in all) 1(22 each) 1(14 each) 1(18 each)	12
15.	Tamil Nadu	1	—	6	6	—	—	—	15
16.	Tripura	—	—	—	1	—	—	—	1
17.	Uttar Pradesh	—	—	1	6	15	6	3(60 in all)	31
18.	West Bengal	2	—	9	8	—	—	1(60 in all)	20
19.	Union Territories								
	(1) Chandigarh	—	—	—	—	1	—	—	1
	(2) Delhi	No Response						—	—
	(3) Goa, Daman & Diu	1	—	—	—	—	—	—	1
Total		35	7	62	53	44	13	18	232
Percentage		15.1	3.0	26.7	22.8	19.0	5.6	7.8	

E indicates experienced teachers

F indicates freshers

Table 5.3
Weightage of teaching subjects

S. No. States Union Territories	Teaching subjects treated as			Total response
	Full paper	Half paper	One-third of a paper	
1. Andhra Pradesh	5	2	—	7
2. Assam	2	3	—	5
3. Bihar	3	—	—	3
4. Gujarat	7	7	—	14
5. Haryana	4	—	—	4
6. Himachal Pradesh	No Response	—	—	—
7. Jammu & Kashmir	1*	—	—	1
8. Kerala	10	—	—	10
9. Madhya Pradesh	1	6	3	10
10. Maharashtra	5	25	—	30
11. Karnataka	11	2	—	13
12. Orissa	5	—	—	5
13. Punjab	7	—	—	7
14. Rajasthan	8	3	—	11
15. Tamil Nadu	12	1	—	13
16. Tripura	No Response	—	—	—
17. Uttar Pradesh	2	6	6	14
18. West Bengal	14	—	—	14
19. Union Territories				
(1) Chandigarh	1	—	—	1
(2) Delhi	—	1	—	1
(3) Goa, Daman & Diu	—	1	—	1
Total	98	57	9	164
Percentage	59.8	34.7	5.5	

*Teaching of English is treated as full paper while other subjects are treated as half paper.

Table 5.4

Organisational pattern of practice teaching

(Multiple responses)

Sl. No.	States Union Territories	Internship	Block practice teaching	Stray lessons	Continuous teaching
1.	Andhra Pradesh	5	3	3	2
2.	Assam	—	1	—	1
3.	Bihar	—	2	1	—
4.	Gujarat	6	10	2	8
5.	Haryana	2	2	—	1
6.	Himachal Pradesh	—	1	—	—
7.	Jammu & Kashmir	—	1	—	—
8.	Kerala	—	18	—	—
9.	Madhya Pradesh	1	7	3	—
10.	Maharashtra	6	2	24	10
11.	Karnataka	6	4	5	7
12.	Orissa	1	5	—	—
13.	Punjab	1	8	—	2
14.	Rajasthan	2	3	5	—
15.	Tamil Nadu	4	9	—	5
16.	Tripura	1	1	—	—
17.	Uttar Pradesh	2	14	6	8
18.	West Bengal	1	11	3	—
19.	Union Territories				
	(1) Chandigarh	No Response			
	(2) Delhi	—	—	1	—
	(3) Goa, Daman and Diu	—	—	1	—
Total		38	102	54	44

Table 5.5
Practice teaching done for full and half days

Sl. No. States/Union Territories	Practice teaching done for		
	Full days	Half days	Total response
1. Andhra Pradesh	3	1	4
2. Assam	3	1	4
3. Bihar	1	—	1
4. Gujarat	19	1	20
5. Haryana	4	—	4
6. Himachal Pradesh	No Response		
7. Jammu & Kashmir	No Response		
8. Kerala	13	—	13
9. Madhya Pradesh	1	10	11
10. Maharashtra	11	31	42
11. Karnataka	10	9	19
12. Orissa	6	—	6
13. Punjab	10	—	10
14. Rajasthan	9	3	12
15. Tamil Nadu	17	—	17
16. Tripura	1	—	1
17. Uttar Pradesh	12	14	26
18. West Bengal	12	1	13
19. Union Territories			
(1) Chandigarh	No Response		
(2) Delhi	No Response		
(3) Goa, Daman and Diu.	—	1	1
Total	132	72	204
Percentage	64.7	35.3	

Table 5.6

Number of T.E Is. having attached a demonstration experimental schools

Sl. No. States/Union Territories	TEIs having		
	One demonstration school	Two demonstration schools	Total response
1. Andhra Pradesh	5	1	6
2. Assam	1	—	1
3. Bihar	No Response		
4. Gujarat	8	—	8
5. Haryana	2	1	3
6. Himachal Pradesh	No Response		
7. Jammu & Kashmir	1	—	1
8. Kerala	10	3	13
9. Madhya Pradesh	5	1	6
10. Maharashtra	9	2	11
11. Karnataka	10	2	12
12. Orissa	3	—	3
13. Punjab	5	1	6
14. Rajasthan	6	1	7
15. Tamil Nadu	10	—	10
16. Tripura	No Response		
17. Uttar Pradesh	12	1	13
18. West Bengal	4	1	5
19. Union Territories			
(1) Chandigarh	1	—	1
(2) Delhi	1	—	1
(3) Goa, Daman & Diu	No Response		
Total	93	14	107
Percentage	86.9	13.1	

Table 5.7

Number of co-operative schools available to T.E.Is

Sl. No. States/Union Territories	Number of T.E.Is having co-operating schools	Co-operating schools		Mean
		Number	Range	
1. Andhra Pradesh	6	81	5-25	13.5
2. Assam	3	42	10-18	14.0
3. Bihar	1	4		
4. Gujarat	11	96	1-40	8.7
5. Haryana	3	9	1-6	3.0
6. Himachal Pradesh	No Response			
7. Jammu & Kashmir	No Response			
8. Kerala	9	85	1-13	9.4
9. Madhya Pradesh	7	41	1-14	5.9
10. Maharashtra	12	105	1-25	8.8
11. Karnataka	8	117	5-50	14.6
12. Orissa	2	36	4-32	18.0
13. Punjab	3	18	1-10	6.0
14. Rajasthan	4	32	2-15	8.0
15. Tamil Nadu	8	87	2-20	10.9
16. Tripura	1	2		
17. Uttar Pradesh	2	4	1-3	2.0
18. West Bengal	6	69	4-20	11.5
19. Union Territories				
(1) Chandigarh	No Response			
(2) Delhi	No Response			
(3) Goa, Daman & Diu	1	1		
Total	87	82.9	1-50	9.5

Table 5.8

Number of practising schools available to T.E.Is

Sl. No. States/Union Territories	Number of T.E.Is having practising schools	Practising schools		
		Number	Range	Mean
1. Andhra Pradesh	3	16	1-8	5.3
2. Assam	4	36	1-15	9.0
3. Bihar	3	5	1-2	1.7
4. Gujarat	19	274	3-35	14.4
5. Haryana	2	8	3-5	4.0
6. Himachal Pradesh	1	23		
7. Jammu & Kashmir	No Response			
8. Kerala	5	50	7-13	10.0
9. Madhya Pradesh	10	57	1-10	5.7
10. Maharashtra	37	492	3-35	13.3
11. Karnataka	11	88	1-17	8.0
12. Orissa	4	21	1-7	5.3
13. Punjab	11	69	1-15	6.3
14. Rajasthan	10	97	4-20	9.7
15. Tamil Nadu	11	179	6-35	16.3
16. Tripura	1	20	—	—
17. Uttar Pradesh	26	112	1-10	4.3
18. West Bengal	18	298	4-30	16.6
19. Union Territories				
(1) Chandigarh	1	13		
(2) Delhi	1	20		
(3) Goa, Daman & Diu	1	30		
Total	179	1908	1-35	10.7

Table 5.9

Purposes for which demonstration/experimental schools are used
(Multiple responses)

Sl. No.	States/Union Territories	Practice teaching	Demonstration of good teaching	Observation of teaching	Experimental teaching	Research in teaching
1.	Andhra Pradesh	6	6	6	2	2
2.	Assam	1	1	1	1	—
3.	Bihar	1	1	—	—	—
4.	Gujarat	8	7	7	6	5
5.	Haryana	2	1	1	1	1
6.	Himachal Pradesh	No Response				
7.	Jammu & Kashmir	1	—	—	—	—
8.	Kerala	11	11	11	5	—
9.	Madhya Pradesh	7	7	6	5	3
10.	Maharashtra	11	11	10	8	6
11.	Karnataka	11	10	10	8	2
12.	Orissa	3	3	2	—	—
13.	Punjab	6	4	4	2	1
14.	Rajasthan	7	7	7	4	3
15.	Tamil Nadu	9	9	7	7	2
16.	Tripura	No Response				
17.	Uttar Pradesh	11	8	7	5	4
18.	West Bengal	4	3	3	2	1
19.	Union Territories					
	(1) Chandigarh	1	1	1	1	1
	(2) Delhi	1	1	1	1	1
	(3) Goa, Daman & Diu	No Response				
Total		101	91	84	58	32

Table 5.10

Purposes for which co-operating schools are used
(Multiple responses)

Sl. No.	States/Union Territories	Practice teaching	Demonstration of good teaching	Observation of teaching	Experimental teaching	Research in teaching
1.	Andhra Pradesh	5	3	2	—	—
2.	Assam	3	2	1	—	—
3.	Bihar	No Response				
4.	Gujarat	6	5	6	2	3
5.	Haryana	1	1	1	—	1
6.	Himachal Pradesh	No Response				
7.	Jammu & Kashmir	No Response				
8.	Kerala	8	3	4	1	2
9.	Madhya Pradesh	6	4	5	1	1
10.	Maharashtra	12	9	9	3	2
11.	Karnataka	7	4	6	—	—
12.	Orissa	1	—	1	—	—
13.	Punjab	2	2	2	—	—
14.	Rajasthan	2	1	—	—	—
15.	Tamil Nadu	8	7	7	1	—
16.	Tripura	No Response				
17.	Uttar Pradesh	3	3	2	—	—
18.	West Bengal	6	2	1	—	—
19.	Union Territories					
	(1) Chandigarh	No Response				
	(2) Delhi	No Response				
	(3) Goa, Daman & Diu	1	—	—	—	—
Total		71	46	47	8	9

Table 5.11
Purposes for which practising schools are used
(Multiple responses)

<i>Sl. No.</i>	<i>States/Union Territories</i>	<i>Practice teaching</i>	<i>Demonstration of good teaching</i>	<i>Observation of teaching</i>	<i>Experimental teaching</i>	<i>Research in teaching</i>
1.	Andhra Pradesh	3	1	1	—	—
2.	Assam	3	3	2	—	—
3.	Bihar	2	1	1	—	1
4.	Gujarat	20	14	17	9	7
5.	Haryana	1	—	—	—	—
6.	Himachal Pradesh	No Response	—	—	—	—
7.	Jammu & Kashmir	1	—	—	—	—
8.	Kerala	5	2	4	1	1
9.	Madhya Pradesh	9	5	5	2	1
10.	Maharashtra	38	29	32	11	5
11.	Karnataka	7	5	5	4	1
12.	Orissa	4	3	3	—	2
13.	Punjab	8	1	2	—	—
14.	Rajasthan	11	6	5	—	—
15.	Tamil Nadu	8	5	7	—	—
16.	Tripura	1	—	—	—	—
17.	Uttar Pradesh	27	17	14	4	3
18.	West Bengal	15	9	5	1	—
19.	Union Territories					
	(1) Chandigarh	No Response	—	—	—	—
	(2) Delhi	1	1	—	—	—
	(3) Goa, Daman & Diu	1	—	—	—	—
Total		165	102	103	32	21

Table No. 5.12
Nature of assistance by school teachers in student teaching
(Multiple responses)

Sl. No.	States/Territories	Supervision of student teachers' teaching	Evaluation and assessment	Guidance in planning teaching	Guidance in planning lessons	Correction of lesson notes	Guidance in teaching strategies	General guidance in school organisation	Supplying teaching aids	Main training in discipline	Help in seating arrangement	Allotting class-rooms	Allotting lesson units and topics	Remedial work and discussion	Help in correcting homework	Help in archiving projects	Help in acquiring prescribed work	Demotion
1.	Andhra Pradesh	7	2	—	—	2	—	—	—	1	—	—	—	1	—	—	—	—
2.	Assam	3	2	—	1	—	—	1	—	—	—	1	—	—	—	—	—	—
3.	Bihar	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
4.	Gujarat	4	1	6	3	—	1	6	—	—	—	1	10	2	1	1	—	—
5.	Haryana	2	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	No Response																
8.	Kerala	12	14	5	—	3	5	—	—	1	—	—	—	—	—	—	—	4
9.	Madhya Pradesh	4	2	3	3	—	—	—	—	4	—	1	5	1	—	—	—	1
10.	Maharashtra	13	—	4	2	1	2	1	6	6	1	1	24	1	—	—	—	—
11.	Karnataka	7	4	2	3	2	3	—	2	2	—	—	5	2	—	—	1	—
12.	Orissa	—	—	2	2	—	1	1	3	4	—	—	—	—	—	—	—	—
13.	Punjab	2	—	3	3	—	2	—	—	2	—	1	—	—	—	—	—	—
14.	Rajasthan	—	—	2	4	1	1	—	1	3	—	—	5	2	—	—	—	—
15.	Tamil Nadu	3	10	—	13	3	—	—	1	1	—	—	1	1	1	—	—	1
16.	Tripura	—	—	1	—	—	—	1	—	—	1	—	—	—	—	—	—	—
17.	Uttar Pradesh	14	—	4	3	—	1	2	3	11	3	—	1	1	1	—	—	1
18.	West Bengal	6	1	1	1	—	1	2	4	4	1	1	2	1	—	—	—	—
19.	Union Territories	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(1)	Chandigarh	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(2)	Delhi	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—
(3)	Goa, Daman & Diu	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total		78	37	36	38	12	17	14	23	41	6	6	53	12	3	1	2	8

Table 5.13

Nature of orientation of school teachers

Sl. No.	States/Union Territories	Methods of teaching	Evaluating teaching	Preparation of aids	Lesson planning	Supervision and guidance	Meetings in advance periodic lessons for teaching	Demonstrating to student-teachers	Involvement in demonstration to student-teachers
1.	Andhra Pradesh	—	3	—	—	2	1	—	—
2.	Assam	—	1	—	—	1	—	—	—
3.	Bihar	—	—	—	—	—	1	—	—
4.	Gujarat	1	—	—	—	—	2	1	1
5.	Haryana	—	No Response	—	—	—	—	—	—
6.	Himachal Pradesh	—	—do—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—do—	—	—	—	—	—	—
8.	Kerala	—	6	—	—	1	4	5	—
9.	Madhya Pradesh	1	—	—	—	1	2	—	—
10.	Maharashtra	—	—	—	—	—	5	2	—
11.	Karnataka	1	5	—	1	3	3	2	—
12.	Orissa	—	—	—	—	1	—	1	1
13.	Punjab	—	—	—	—	—	—	1	—
14.	Rajasthan	—	1	—	—	1	5	1	1
15.	Tamil Nadu	—	6	1	—	1	2	3	—
15.	Tripura	—	—	—	—	—	—	2	—
17.	Uttar Pradesh	—	—	—	—	1	—	2	1
18.	West Bengal	—	—	—	—	1	—	2	—
19.	Union Territories	—	—	—	—	—	5	1	—
(1)	Chandigarh	—	No Response	—	—	—	—	—	—
(2)	Delhi	—	—do—	—	—	—	—	—	—
(3)	Goa, Daman & Diu	—	1	—	—	—	—	—	—
Total		3	23	1	1	12	29	24	4

Table 5.13 (contd.)

Student teachers hampering school time table	Clash in programme and holidays	Non-availability of final-year classes during examination	Non-availability of school apparatus; time table syllabus	Student teacher not treated as on school day	Discipline problems	School at a distance	Managing authorities interference	Lengthy practice teaching
—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	1
1	2	2	—	—	—	—	—	2
—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—
2	—	—	—	—	—	—	—	—
4	2	1	1	1	—	—	—	—
—	—	—	1	2	—	—	—	—
3	—	1	—	—	—	1	—	—
1	—	1	1	—	2	—	—	—
2	1	1	1	—	1	—	—	—
—	—	—	—	—	—	1	—	—
—	—	—	—	—	—	—	—	—
2	—	2	—	—	1	—	2	1
1	—	—	—	1	—	—	—	—
—	—	—	—	—	—	—	—	—
—	—	1	—	—	—	—	—	—
16	5	9	4	4	4	2	2	4

Table 5.14
Incentives to School Teachers

Sl. No.	States/Union Territories	Examination	Free college guidance in methods and techniques	Supervision and assessment of teaching by teachers	Free excess Monetary assistance to schools library	Token remuneration	Informal contacts	Reservation of seats for teacher's ward in college	Fee concession to teacher's ward	Involvement in college functions & programmes	Appreciation and praise of teacher's wards
1.	Andhra Pradesh	1	—	—	—	—	—	—	—	—	—
2.	Assam	—	—	—	1	1	—	—	—	—	—
3.	Bihar	—	No Response	—	—	—	—	—	—	—	—
4.	Gujarat	—	2	1	2	1	1	—	—	1	—
5.	Haryana	—	1	—	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	No Response	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—do—	—	—	—	—	—	—	—	—
8.	Kerala	—	—	2	—	—	—	—	—	1	—
9.	Madhya Pradesh	—	1	1	—	—	1	—	—	2	—
10.	Maharashtra	1	1	—	2	3	1	1	—	—	—
11.	Karnataka	—	—	—	1	—	—	—	—	—	—
12.	Orissa	—	—	—	1	—	—	—	—	—	—
13.	Punjab	—	—	—	1	—	1	—	—	1	2
14.	Rajasthan	—	—	1	1	2	—	—	—	—	—
15.	Tamil Nadu	—	No Response	—	—	—	—	—	—	—	—
16.	Tripura	—	—	—	—	—	—	—	—	—	2
17.	Uttar Pradesh	—	1	—	1	—	—	3	1	—	—
18.	West Bengal	1	—	1	—	—	—	2	—	—	—
19.	Union Territories	—	—	—	—	—	—	—	—	—	—
(1)	Chandigarh	—	—	—	—	—	—	—	—	—	1
(2)	Delhi	—	No Response	—	—	—	—	—	—	—	—
(3)	Goa, Daman & Diu	—	—do—	—	—	—	—	—	—	—	—
Total		3	6	6	6	6	6	7	1	5	5

Table 5.15
Problems faced in enlisting co-operation of school teachers

Sl. No.	States/Union Territories	Good school administrative control	Attitude motivating incentive	Accommodation	Aids/equipment/library	Experimentation in school/faith in new methods in new methods and research	Teachers' knowledge of new methods of teaching	Students' lack of seriousness	Need to grant	General apathy/reluctance of schools	Students' teachers' inability to complete courses	Students' teachers' methods different from those of school teachers
1.	Andhra Pradesh	1	1	—	—	—	—	—	—	1	—	—
2.	Assam	—	—	2	1	—	1	1	1	—	—	—
3.	Bihar	1	—	—	—	1	—	—	—	—	—	—
4.	Gujarat	—	1	—	—	—	1	2	—	1	—	—
5.	Haryana	—	1	1	—	—	—	—	—	—	—	—
6.	Himachal Pradesh	—	No Response	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	No Response	—	—	—	—	—	—	—	—	—
8.	Kerala	—	2	—	—	—	—	—	—	—	—	—
9.	Madhya Pradesh	1	1	1	—	—	1	1	—	1	—	—
10.	Maharashtra	—	—	—	1	2	—	3	1	5	2	—
11.	Karnataka	1	3	2	—	—	—	—	—	1	1	—
12.	Orissa	—	—	—	1	—	2	—	—	—	—	—
13.	Punjab	—	1	—	—	—	—	—	—	—	1	—
14.	Rajasthan	—	2	—	—	—	—	1	—	—	2	1
15.	Tamil Nadu	—	2	—	1	2	1	—	—	—	—	2
16.	Tripura	—	—	—	1	—	—	—	—	—	—	—
17.	Uttar Pradesh	1	3	—	—	2	—	—	—	1	1	2
18.	West Bengal	1	—	1	—	1	—	—	—	4	3	1
19.	Union Territories	—	—	—	—	—	—	—	—	—	—	—
(1)	Chandigarh	—	No Response	—	—	—	—	—	—	—	—	—
(2)	Delhi	—	—	1	—	—	—	—	—	—	—	—
(3)	Goa, Daman & Diu	—	No Response	—	—	—	—	—	—	—	—	—
Total		6	17	8	5	8	6	8	2	14	10	6

Table 5.16
Practice teaching in rural and urban schools

Sl. No.	States/Union Territories	Practice teaching in		Total Response
		Rural Schools	Urban Schools	
1.	Andhra Pradesh	2	5	7
2.	Assam	4	2	6
3.	Bihar	—	4	4
4.	Gujarat	21	2	23
5.	Haryana	3	2	5
6.	Himachal Pradesh	1	—	1
7.	Jammu & Kashmir	—	1	1
8.	Kerala	7	9	16
9.	Madhya Pradesh	—	11	11
10.	Maharashtra	6	34	40
11.	Karnataka	6	12	18
12.	Orissa	1	5	6
13.	Punjab	3	8	11
14.	Rajasthan	2	8	10
15.	Tamil Nadu	8	11	19
16.	Tripura	1	1	2
17.	Uttar Pradesh	6	23	29
18.	West Bengal	7	12	19
19.	Union Territories			
	(1) Chandigarh	No Response		
	(2) Delhi	—	1	1
	(3) Goa, Daman & Diu	—	1	1
Total		78	152	230
Percentage		33.9	66.0	

Table 5.17

Time for preparation before student teachers are sent for practice teaching

Sl. No.	States/Union Territories	3-4 days	1 week	2 weeks	3 weeks	4 weeks	6-8 weeks	10-12 weeks	16 weeks	Total response
1.	Andhra Pradesh	—	—	—	—	4	3	—	—	7
2.	Assam	—	—	—	—	3	2	—	1	6
3.	Bihar	1	1	1	1	—	—	—	—	4
4.	Gujarat	1	3	3	6	8	3	—	—	24
5.	Haryana	—	1	1	—	—	—	—	—	2
6.	Himachal Pradesh	—	—	—	—	—	—	1	—	1
7.	Jammu & Kashmir	—	—	—	—	—	—	1	—	1
8.	Kerala	—	2	3	1	—	4	6	1	17
9.	Madhya Pradesh	—	1	2	—	3	5	1	—	12
10.	Maharashtra	2	6	11	6	12	2	—	—	39
11.	Karnataka	—	2	2	6	3	6	—	—	19
12.	Orissa	1	1	1	—	—	—	1	1	5
13.	Punjab	—	1	3	—	1	2	—	—	7
14.	Rajasthan	—	—	3	2	3	3	—	—	11
15.	Tamil Nadu	—	4	2	3	4	3	1	—	17
16.	Tripura	—	1	—	—	1	—	—	—	2
17.	Uttar Pradesh	—	2	2	10	12	4	—	—	30
18.	West Bengal	—	8	8	—	1	—	1	2	21
19.	Union Territories								1 (20 weeks)	
	(1) Chandigarh	—	—	—	—	1	—	—	—	1
	(2) Delhi	No Response								
	(3) Goa, Daman & Diu	—	—	—	—	1	—	—	—	1
Total		5	33	42	35	57	37	12	6	227
Percentage		2.2	14.5	18.5	15.4	25.1	16.3	5.3	2.6	

Table 5.18
Nature of preparation by student—teachers
(Multiple Responses)

Sl. No.	States/Union Territories	Observation of				Preparing					Orientation in		
		Criticism lessons	Regular teachers lessons	Old lesson plans	Teaching aids and other teaching material	Content and taking enrichment of content knowledge	Teaching Lesson units notes	Unit planning and testing	Model: mock lesson plans	Teaching aids	Time table principles and methods of teaching school syllabus	Maintaining records in black board writing	Practice
1.	Andhra Pradesh	—	3	—	1	—	2	—	—	1	—	—	—
2.	Assam	—	—	—	—	—	2	—	1	2	—	—	—
3.	Bihar	—	—	—	—	—	2	—	—	2	—	—	—
4.	Gujarat	—	1	—	2	3	1	1	1	1	3	—	1
5.	Haryana	1	—	—	—	—	1	—	—	1	—	—	—
6.	Himachal Pradesh	—	No Response	—	—	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	—	—do—	—	—	—	—	—	—	—	—	—	—
8.	Kerala	8	—	—	—	1	1	1	—	6	—	1	—
9.	Madhya Pradesh	1	1	—	—	—	6	—	—	2	—	—	—
10.	Maharashtra	4	—	1	6	2	16	2	3	9	1	—	—
11.	Karnataka	2	2	—	—	—	1	2	—	3	—	—	1
12.	Orissa	—	—	—	3	—	4	—	—	—	—	—	—
13.	Punjab	—	No Response	—	—	—	—	—	—	—	—	—	—
14.	Rajasthan	2	2	—	—	1	7	3	1	3	1	—	1
15.	Tamil Nadu	2	1	1	—	1	12	—	—	10	—	2	—
16.	Tripura	—	—	—	—	—	2	—	—	2	—	—	—
17.	Uttar Pradesh	—	—	—	—	—	17	—	—	9	1	—	7
18.	West Bengal	6	—	1	—	—	9	—	—	7	1	1	—
19.	Union Territories	—	—	—	—	—	—	—	—	—	—	—	—
(1)	Chandigarh	—	—	—	—	—	1	—	—	1	—	—	—
(2)	Delhi	—	No Response	—	—	—	—	—	—	—	—	—	—
(3)	Goa, Daman & Diu	—	—do—	—	—	—	—	—	—	—	—	—	—
Total		26	10	3	12	8	8	9	6	59	2	4	10

Table 5.19

Number of lessons a trainee is required to observe
of other trainees

Sl. No.	States/Union Territories	Number of lessons to be observed in each subject				other responses	Total response
		1-3	4-6	10+2	15		
1.	Andhra Pradesh	—	4	2	—	1 (N.F.) 1 (80)	8
2.	Assam	1	1	1	—	2 (N.F.)	5
3.	Bihar	—	2	—	—	1 (20)	3
4.	Gujarat	—	—	—	1	3 (30) 2 (25) 16 (60) 1 (20) 1 (45) 1 (70)	25
5.	Haryana	—	—	—	1	4 (20)	5
6.	Himachal Pradesh	—	—	1	—	—	1
7.	Jammu & Kashmir	1	—	—	—	—	1
8.	Kerala	—	4	10	—	1 (N.F.)	15
9.	Madhya Pradesh	—	3	7	1	1 (30)	12
10.	Maharashtra	1	1	4	11	8 (25) 4 (30) 3 (50) 2 (40) 4 (20) 2 (60) 1 (100)	41
11.	Karnataka	—	—	1	2	1 (120) 3 (25) 2 (20) 3 (50) 4 (60)	16
12.	Orissa	No Response					
13.	Punjab	—	—	—	—	7 (20 each) 4 (25 each)	11
14.	Rajasthan	—	3	9	—	1 (30) 1 (40)	14
15.	Tamil Nadu	3	4	4	1	2 (20) 1 (N.F.)	15
16.	Tripura	—	1	—	—	1 (N.F.)	2
17.	Uttar Pradesh	1	5	6	4	1 (40) 2 (N.F.) 3 (20) 3 (25) 3 (30)	28
18.	West Bengal	5	4	2	1	1 (20) 1 (30) 5 (N.F.)	19
19.	Union Territories						
	(1) Chandigarh	—	—	—	—	1 (N.F.)	1
	(2) Delhi	No Response					—
	(3) Goa, Daman & Diu	—	—	—	—	1 (30)	1
Total		12	32	47	22	110	223
Percentage		5.4	14.3	21.1	9.9	49.3	

N.F. Indicates that the number of such lessons is not fixed by a T.E.I

Table 5.20

Number of lessons a trainee is required to observe of
class teachers

Sl. No.	States/Union Territories	Number of lessons to be observed				Range	Total Responses
		1-3	4-6	7-10	More than 10		
1.	Andhra Pradesh	1	—	1	1 (16)1 (N.F.) 1 (80) 1 (20)	1-80	6
2.	Assam	1	1	—	2 (NF)	1-6	4
3.	Bihar	2	—	—	—	1-3	2
4.	Gujarat	—	—	2	1 (15)	7-15	3
5.	Haryana	1	1	—	—	1-6	2
6.	Himachal Pradesh	1	—	—	—	1-3	1
7.	Jammu & Kashmir	No Response					
8.	Kerala	2	7	—	1 (20)	1-20	10
9.	Madhya Pradesh	2	3	3	—	1-10	8
10.	Maharashtra	2	1	3	1 (NF)	1-10	7
11.	Karnataka	—	1	1	— 1 (20) 1 (12)	4-20	4
12.	Orissa	No Response					
13.	Punjab	No Response					
14.	Rajasthan	1	—	2	1 (12) 1 (15)	1-15	5
15.	Tamil Nadu	4	3	3	1 (15)	1-15	11
16.	Tripura	—	—	1	—	7-10	1
17.	Uttar Pradesh	6	2	1	1 (25)	1-25	10
18.	West Bengal	4	4	—	3 (NF)	1-6	11
19.	Union Territories						
	(1) Chandigarh	1	—	—	—	1-3	1
	(2) Delhi	—	—	—	1 (25)	25	1
	(3) Goa, Daman & Diu	No Response					
Total		28	23	17	19		87
Percentage		32.2	26.4	19.5	21.8		

N.F. Indicates that the number of such lessons is not fixed by a TEI.

NR stands for 'No response'.

Table 5.21

Proforma used by trainees for recording their observations

<i>Sl. No. States Union Territories</i>	<i>TEIs that record observations</i>	<i>TEIs that do not record observations</i>	<i>Total Response</i>
1. Andhra Pradesh	8	—	8
2. Assam	2	2	4
3. Bihar	2	2	4
4. Gujarat	25	—	25
5. Haryana	3	2	5
6. Himachal Pradesh	1	—	1
7. Jammu & Kashmir	No Response		
8. Kerala	7	9	16
9. Madhya Pradesh	11	1	12
10. Maharashtra	37	1	38
11. Karnataka	17	1	18
12. Orissa	6	—	6
13. Punjab	4	2	6
14. Rajasthan	9	2	11
15. Tamil Nadu	15	1	16
16. Tripura	1	1	2
17. Uttar Pradesh	25	4	29
18. West Bengal	6	14	20
19. Union Territories			
(1) Chandigarh	1	—	1
(2) Delhi	—	1	1
(3) Goa, Daman & Diu	1	—	1
Total	181	43	224
Percentage	80.8	19.2	

Table 5.22

Schools where demonstration lessons are organised by TEIs
(Multiple Responses)

Sl. No.	States/Union Territories	Demonstration lessons given in		Practice teaching schools	College itself
		Attached demonstration schools	Opening schools		
1.	Andhra Pradesh	5	3	5	3
2.	Assam	2	3	3	2
3.	Bihar	2	3	1	—
4.	Gujarat	9	6	12	2
5.	Haryana	1	—	2	3
6.	Himachal Pradesh	—	—	—	1
7.	Jammu & Kashmir	—	—	—	1
8.	Kerala	5	2	1	12
9.	Madhya Pradesh	2	1	5	5
10.	Maharashtra	11	10	29	18
11.	Karnataka	8	6	8	4
12.	Orissa	—	—	2	3
13.	Punjab	No Response		—	—
14.	Rajasthan	6	3	6	6
15.	Tamil Nadu	7	6	—	13
16.	Tripura	—	—	—	2
17.	Uttar Pradesh	6	5	19	11
18.	West Bengal	4	2	5	14
19.	Union Territories				
	(1) Chandigarh	1	—	—	—
	(2) Delhi	1	—	1	—
	(3) Goa, Daman & Diu	1	—	—	—
Total		71	50	99	100

Table No. 5.23

Post demonstration discussion

Sl. No.	States Union Territories	Domonstration lessons for		Total response
		For all students	For subject groups alone	
1.	Andhra Pradesh	4	4	8
2.	Assam	4	1	5
3.	Bihar	3	—	3
4.	Gujarat	17	8	25
5.	Haryana	1	3	
6.	Himachal Pradesh	—	1	1
7.	Jammu & Kashmir	1	—	1
8.	Kerala	5	12	17
9.	Madhya Pradesh	8	2	10
10.	Maharashtra	29	10	39
11.	Karnataka	5	9	14
12.	Orissa	—	6	6
13.	Punjab	5	2	7
14.	Rajasthan	10	3	13
15.	Tamil Nadu	5	10	15
16.	Tripura	2	—	2
17.	Uttar Pradesh	24	9	33
18.	West Bengal	17	5	22
19.	Union Territories			
	(1) Chandigarh	—	1	1
	(2) Delhi	1	—	1
	(3) Goa, Daman & Diu	1	—	1
Total		142	86	228
Percentage		62.3	37.7	

Table 5.24

Persons who give demonstration lessons
(Multiple Responses)

Sl. No. States/Union Territories	Number of TEIs where demonstration lessons are given by					Any school teacher	M.Ed. old students	Others
	Method masters	Any faculty member	Class subject teacher	Principal of a college or school				
1. Andhra Pradesh	8	1	1	2		1	1	—
2. Assam	6	4	1	2		4	2	—
3. Bihar	3	—	—	—		—	—	—
4. Gujarat	25	5	11	11		7	3	—
5. Haryana	2	2	4	1		—	—	—
6. Himachal Pradesh	1	—	—	—		—	—	—
7. Jammu & Kashmir	1	—	—	—		—	—	—
8. Kerala	13	9	7	5		7	6	—
9. Madhya Pradesh	8	1	9	2		1	1	—
10. Maharashtra	40	20	22	16		13	12	4
11. Karnataka	16	6	10	7		4	4	3
12. Orissa	5	2	—	—		—	—	—
13. Punjab	8	1	—	—		—	—	—
14. Rajasthan	10	4	5	3		3	3	1
15. Tamil Nadu	12	7	12	5		4	—	2
16. Tripura	2	—	—	1		—	1	—
17. Uttar Pradesh	25	9	4	—		1	2	—
18. West Bengal	20	1	4	4		3	4	—
19. Union Territories								
(1) Chandigarh	1	—	—	—		1	—	—
(2) Delhi	1	—	—	—		—	—	—
(3) Goa, Daman & Diu	1	—	—	—		—	1	—
Total	208	72	90	59		49	40	10

Table 5.25

Discussion regarding criticism lessons in a class

Sl. No. States/Union Territories	Criticism lessons		Total Response
	Discussed	Not Discussed	
1. Andhra Pradesh	6	—	6
2. Assam	6	—	6
3. Bihar	4	—	4
4. Gujarat	14	1	15
5. Haryana	5	—	5
6. Himachal Pradesh	1	—	1
7. Jammu and Kashmir	1	—	1
8. Kerala	17	—	17
9. Madhya Pradesh	7	—	7
10. Maharashtra	19	2	21
11. Karnataka	10	—	10
12. Orissa	6	—	6
13. Punjab	9	—	9
14. Rajasthan	11	—	11
15. Tamil Nadu	8	3	11
16. Tripura	2	—	2
17. Uttar Pradesh	26	5	31
18. West Bengal	19	1	20
Union Territories			
19. (1) Chandigarh	1	—	1
(2) Delhi	1	—	1
(3) Goa, Daman and Diu	No Response		
Total	173	12	185
Percentage	93.5	6.5	

Table 5.26
Purposes of organising criticism lessons
(Multiple responses)

Sl. No.	States/Union Territories	Purposes of criticism lessons	
		Diagnostic and remedial	Appraisal of students' achievement
1.	Andhra Pradesh	7	6
2.	Assam	6	4
3.	Bihar	3	2
4.	Gujarat	15	14
5.	Haryana	4	3
6.	Himachal Pradesh	No Response	
7.	Jammu & Kashmir	1	—
8.	Kerala	15	9
9.	Madhya Pradesh	6	5
10.	Maharashtra	14	15
11.	Karnataka	6	8
12.	Orissa	1	—
13.	Punjab	No Response	
14.	Rajasthan	8	8
15.	Tamil Nadu	9	10
16.	Tripura	2	2
17.	Uttar Pradesh	16	25
18.	West Bengal	15	9
19.	Union Territories		
	(1) Chandigarh	—	1
	(2) Delhi	No Response	
	(3) Goa, Daman and Diu	—	1
Total		128	122

Table 5.27

Counting of criticism lessons towards internal assessment

Sl. No.	States/Union Territories	Criticism lessons		Total Response
		Counted towards internal assessment	Not counted towards internal assessment	
1.	Andhra Pradesh	6	1	7
2.	Assam	3	3	6
3.	Bihar	—	4	4
4.	Gujarat	15	5	20
5.	Haryana	4	1	5
6.	Himachal Pradesh	1	—	1
7.	Jammu & Kashmir	1	—	1
8.	Kerala	11	3	14
9.	Madhya Pradesh	5	2	7
10.	Maharashtra	10	9	19
11.	Karnataka	10	—	10
12.	Orissa	—	1	1
13.	Punjab	3	4	7
14.	Rajasthan	10	—	10
15.	Tamil Nadu	4	7	11
16.	Tripura	2	—	2
17.	Uttar Pradesh	27	6	33
18.	West Bengal	4	16	20
19.	Union Territories			
	(1) Chandigarh	—	1	1
	(2) Delhi	No Response		
	(3) Goa, Daman & Diu	No Response		
Total		116	63	179
Percentage		64.8	35.2	

Table 5 28
Persons who approve lesson plans
(Multiple responses)

Sl. No.	States/Union Territories	Method master	Any faculty member	Tutor	Classroom teacher	Method master and class room teacher	Others
1.	Andhra Pradesh	7	2	2	2	1	—
2.	Assam	6	3	—	1	1	—
3.	Bihar	4	1	—	1	1	—
4.	Gujarat	21	5	1	2	—	1 Principal
5.	Haryana	4	2	—	1	—	—
6.	Himachal Pradesh	—	—	—	—	1	—
7.	Jammu and Kashmir	—	—	1	—	—	—
8.	Kerala	15	4	1	3	5	—
9.	Madhya Pradesh	12	3	—	1	—	—
10.	Maharashtra	37	22	—	—	1	—
11.	Karnataka	14	7	1	—	1	—
12.	Orissa	5	3	—	—	—	—
13.	Punjab	9	—	—	—	—	—
14.	Rajasthan	11	3	—	1	2	—
15.	Tamil Nadu	9	6	2	7	5	—
16.	Tripura	2	1	—	—	—	—
17.	Uttar Pradesh	28	10	—	2	—	—
18.	West Bengal	20	2	—	1	2	1 Principal & method master
19.	Union Territories						
	(1) Chandigarh	1	—	—	—	—	—
	(2) Delhi	1	—	—	—	—	—
	(3) Goa, Daman & Diu	1	—	—	—	—	—
Total		207	74	8	22	20	2

Table 5.29

Provision of time in the regular college time table for discussion and approval of lesson plans

<i>Sl. No.</i>	<i>States/Union Territories</i>	<i>Yes</i>	<i>No</i>	<i>Total Response</i>
1.	Andhra Pradesh	2	4	6
2.	Assam	3	3	6
3.	Bihar	1	—	1
4.	Gujarat	22	1	23
5.	Haryana	4	—	4
6.	Himachal Pradesh	No Response		
7.	Jammu & Kashmir	—	1	1
8.	Kerala	9	4	13
9.	Madhya Pradesh	9	1	10
10.	Maharashtra	31	2	33
11.	Karnataka	10	5	15
12.	Orissa	No Response		
13.	Punjab	—	9	9
14.	Rajasthan	10	1	11
15.	Tamil Nadu	3	6	9
16.	Tripura	2	—	2
17.	Uttar Pradesh	22	7	29
18.	West Bengal	11	3	14
19.	Union Territories			
	(1) Chandigarh	—	1	1
	(2) Delhi	—	1	1
	(3) Goa, Daman & Diu	No Response		
Total		139	49	188
Percentage		73.9	26.1	

Table 5.39
Approaches to lesson planning encouraged by TEIs
(Multiple responses)

Sl. No.	States/Union Territories	Approaches encouraged			
		Herbartian	Matter method	Activity/project	Objective based and evaluation
1.	Andhra Pradesh	8	4	1	6
2.	Assam	4	3	2	2
3.	Bihar	1	1	2	3
4.	Gujarat	11	8	17	23
5.	Haryana	4	3	—	1
6.	Himachal Pradesh	—	—	—	1
7.	Jammu & Kashmir	1	—	—	—
8.	Kerala	2	1	3	12
9.	Madhya Pradesh	11	4	7	5
10.	Maharashtra	30	11	10	33
11.	Karnataka	14	5	2	11
12.	Orissa	4	—	—	3
13.	Punjab	No Response			
14.	Rajasthan	2	2	7	8
15.	Tamil Nadu	8	6	3	9
16.	Tripura	2	—	2	—
17.	Uttar Pradesh	29	6	6	12
18.	West Bengal	21	6	9	5
19.	Union Territories				
	(1) Chandigarh	1	1	1	—
	(2) Delhi	1	1	1	—
	(3) Goa, Daman & Diu	1	1	1	1
Total		155	63	74	135

Table 5.31
Supervision of Lessons

Sl. No.	States/Union Territories	Supervision of lessons		Supervision done by a supervisor		
		In full	Not in full	in his own subject*	in all subjects*	of 2-3 lessons per period more than 3 lessons per period
1.	Andhra Pradesh	5	—	8	2	5 1
2.	Assam	4	2	4	6	4 —
3.	Bihar	—	4	3	2	— 3
4.	Gujarat	23	2	13	20	6 1
5.	Haryana	1	3	1	3	1 2
6.	Himachal Pradesh	—	1	—	1	No Response
7.	Jammu and Kashmir	1	—	—	1	No Response
8.	Kerala	14	3	15	1	6 1
9.	Madhya Pradesh	6	6	5	9	2 5
10.	Maharashtra	34	7	14	30	16 1
11.	Karnataka	16	—	8	12	No Response
12.	Orissa	—	5	—	6	No Response
13.	Punjab	—	7	3	5	No Response
14.	Rajasthan	7	5	7	5	7 3
15.	Tamil Nadu	17	1	14	2	5 —
16.	Tripura	2	—	1	2	1 —
17.	Uttar Pradesh	13	21	14	22	12 14
18.	West Bengal	8	12	2	19	16 3
19.	Union Territories					
	(1) Chandigarh	—	1	No Response		1 —
	(2) Delhi	—	1	—	1	No Response
	(3) Goa, Daman and Diu	1	—	—	1	No Response
Total		152	81	112	150	82 34
Percentage		65.2	34.8			70.7 29.3

* Multiple responses

CHAPTER VI

Evaluation

This chapter presents data regarding evaluation, scheme of theory, practice teaching and practical work, internal and external examination, poss percentage etc. of T.E.Is.

Allotment of Maximum Marks for Theory, Practice of Teaching and Practical work of the B.Ed. Course.

The marks allotted for the B. Ed. theory papers fall in the range of 400 to 750. 3 Universities in Orissa (i.e. Utkal, Sambhalpur and Berhampur) adopt 400 as the total marks for theory papers and Gujarat Vidyapeeth has 750 as the total marks for theory papers. The total marks allotted for practice teaching range from 100 to 400. State Education Department, West Bengal has total marks 100 and Guru Nanak Dev University has 400 as the total marks for practice teaching.

The range of total marks for practical work is 50 to 450. The Universities of Gorakhpur, Agra, Burdwan have 50 marks and Sardar Patel University has 450 as the total marks for practical work. The combined marks of all the three (theory, practice of teaching and practical work) vary from 650 to 1250.

University-wise break-up for the combined marks are summarised below :

Total Marks No. and names of Universities for B.Ed

1250	—1 Gujarat State Education Department.
1150	—1 Gujarat Vidyapeeth
1100	—1 Sardar Patel
1000	—12 Andhra University, Bihar, Patna, Kurukshetra, Calicut, Kerala, Panjab Jabalpur, Saugar, Gurunanak, Poona, Kanpur.
900	—6 Dibrugarh, Shivajee, Calcutta, Burdwan, Kalyani, Vishwa Bharti.

800	—16 Osmania, Gauhati, Bhagalpur, Rewa, Vikram, Utkal, Sambhalpur, Rajasthan, Udaipur, Madurai, Madras, Agra, Gorakhpur, Kanpur, Meerut, Uttar Pradesh State Education Department.
850	—2 Saurashtra, Gujarat.
700	—2 Annamalai, Venkateswara.
650	—1 Berhampur.

From above it may be noted that the combined marks for the entire B. Ed. Course range from 650 to 1250, secondly lower and upper limit separately for the maximum marks allotted for theory, practice of teaching and practical work relating to B. Ed. theory papers are in the range of 400 to 750, 100 to 400 and 50 to 450 respectively in most of the Universities. (Table 6.1)

Allotment of Marks for Internal and External Examination of the B. Ed. Course

Out of 62 Universities and State Education Departments, information from 48 Universities and State Education Department was received: The range for internal and external examination for theory papers is 60 to 550 and 300 to 700, respectively. The range for internal as well as external examination for practice teaching is 30 to 300 and 50 to 300 respectively. In most of the universities practical work is internally evaluated in the complete form, range of the marks being 50 to 400. However, six universities have the practice of assessing practical work both internally as well as externally. The ranges for

internal and external assessment of practical work is 25 to 100 and 25 to 100 respectively.

It is interesting to note that the universities of Saurashtra and Indore are having full internal assessment of the theory papers of B. Ed. Course. The universities of Gauhati, Bihar, Bhagalpur, South Gujarat, SNDT., Calicut, Kerala, Rewa, Jabbalpur Saugar, Vikram, Marathwada, Nagpur, Poona, Shivajee, Utkal, Madras, Calcutta, Agra, Gorakhpur, Kanpur, Meerut, West Bengal, (State Education Department), Kalyani, North Bengal have the practice of full external assessment of theory papers. The Universities of Andhra, Osmania, Venkateswara, Gujarat Vidyapeeth, Gujarat State Education Department, Panjab, Bombay, Berhampur, Guru Nanak Dev, Rajasthan, Udaipur, Annamalai, Madurai and Vishwa Bharati use both internal and external examination for the theory papers.

The assessment of practice teaching is wholly internal in the universities of Saurashtra, South Gujarat, Annamalai, Madurai and Madras. It is associated externally in the universities of Bihar, Bhagalpur, Gujarat, S.N.D.T., Panjab, Kerala, Shivajee, Agra, Gorakhpur, Kanpur, Meerut, Uttar Pradesh State Education Department and Vishwa Bharati. The assessment of practice teaching is done both internally and externally in the universities of Andhra, Osmania, Venkateswara, Gauhati, Gujarat Vidyapeeth, Gujarat State Education Department, Jabbalpur, Ravishankar, Vikram, Marathwada, Poona, Utkal, Guru Nanak, Rajasthan, Udaipur, Burdwan and Vishwa Bharati. Finally practical work is internally assessed in most of the universities. There are very few universities (i. e. Bihar, Bhagalpur and Panjab) which emphasize upon the external assessment of the practical work. The Universities of Bombay and Nagpur showed grade system but how these grades are awarded, has not been explained.

Criteria for Internal Assessment of Theory Papers

Generally internal assessment of theory papers is done through: (i) periodical test (ii) assignments (iii) both periodical tests and assignments. 56 T.E.Is make the internal assessment through periodical tests, 21 T.E.Is do so through assignments and 83 use both test and assignments. 4 T.E.Is also take into consideration the trainee's participation in co-curricular and practical work.

Viewing state-wise, it is found that a few T.E.Is (one each in Assam and Bihar) have internal assessment in

the form of practical test and participation in practical work relating to theory papers. On the other hand in the States of Maharashtra (31), Gujarat (16), Karnataka (18), Punjab (11), Rajasthan (12) and West Bengal (16) internal assessment is commonly used. In the States of Uttar Pradesh (14), Tamil Nadu (7) and Madhya Pradesh (7), Kerala (10) and Orissa (4), internal assessment is not generally used (Table 6.3).

External Examination of Practice Teaching

In the external examination of practice teaching, final lessons are considered. Examiners are deputed by the universities either in the form of a panel of examiners or a single examiner to assess the lessons at the end of the year. The examiners are oriented about the progress of each student by an internal examiner who obtains the progress reports from the respective supervisors.

The composition of panel members differs from state to state. A panel of 3 examiners—two external and one internal, is appointed in the States of Uttar Pradesh and Assam. In other States, a panel of two examiners—one external and one internal is appointed. This is based on information supplied by 187 T.E.Is. Generally two lessons are evaluated in the external examination of practice teaching.

Criteria for Internal Assessment for Practice Teaching

55 T.E.Is give weightage to preparation of teaching aids and their uses, 53 T.E.Is to lesson notes, 35 T.E.Is to subject competence and adoption of proper methodology for the purpose of internal evaluation of practice teaching. 35 T.E.Is consider 'Blackboard work' as an important criteria for the assessment. In addition an equal number of T.E.Is give credit for general impression and teachers personality.

The main criteria of internal assessment—used generally by T.E.Is are (i) lesson notes (ii) preparation and use of material aids (iii) black-board work (iv) subject competence (v) adoption of proper methodology (vi) general impression and teachers personality etc. (Table 6.4).

Procedure of Internal Assessment for Practice of Teaching.

There are four types of procedures used for internal assessment. These are:—(1) students' performance on selected lessons is evaluated and given due

consideration in the internal assessment.

- (2) Cumulative performance during the year is taken into consideration,
- (3) Combination of (1) and (2),
- (4) Average marks obtained during teaching practice and participation in other activities are considered at the time of internal assessment.

55 T.E.Is use the first procedure, 83 T.E.Is use the second procedure, 92 T.E.Is use the third procedure. Only 2 T.E.Is use the fourth procedure (Table 6.5).

Method of Consolidation of Internal Assessment of Practice Teaching.

In the Tables 6.4 and 6.5 the criterion and procedure for internal assessment of practice teaching are given but the method of consolidation of internal assessment of practice teaching is shown in the Table 6.6. Generally three main practices of consolidation are in vogue. These are (i) Discussion, (ii) Consolidation of marks separately submitted by individual supervisors, (iii) Combination of (i) and (ii). Consolidation through discussion is held in 55 T.E.Is whereas the second method of consolidation as mentioned above is practiced by 131 T.E.Is. A combination of both the methods is followed by 42 T.E.Is. In case of 31 T.E.Is neither of these methods are applicable.

About the procedure, it was reported by some T.E.Is, that meetings and conferences of the staff members are held in which the supervisors submit the individual reports of each candidate. In these conferences, the performance of each candidate is discussed in detail. The consensus of all is the final result. If there is some disagreement among the supervisors or the method masters or others, reassessment is made by the head of the department. After the assessment the result is sent to the university. (Table 6.6).

Additional Skills and the Criteria of their Assessment

Additional skills like art and craft, community activities, cultural activities, audio-visual education etc. as reported by 148 T.E.Is are being internally assessed. The various criteria followed by T.E.Is are : college itself making the assessment, assessment done through the principal or professor or other etc, report of teacher I/c, report of teachers or tutors, observation of method masters, work-report or work-book maintained by the trainees regarding the material, test of the material prepared by the trainees, assignment and daily diary,

maintenance of the various records by the college staff or lecturer concerned, cumulative performance, actual involvement and participation of the pupil-teachers, report of the students, regularity of attendance and the performance, exhibition, appointment of judges to test the material, practical test and *viva voce* and interview. But of these criterion, teacher's or tutor's, report, college itself doing the assessment and direct supervision of lecturer I/c are adopted by the majority of institutions (190 T.E.Is). Maintenance of the various records by the college staff or lecturer concerned, cumulative performance, actual involvement and participation and observation of the method masters are also adopted by some T.E.Is. (Table 6.7).

Pass Percentages in Theory and Practice of Teaching

A comprehensive picture of pass percentages in the B. Ed. for theory papers, practice of teaching and practical work in the responding universities and State Education Departments is presented in Table 6.8.

Theory

20 universities follow the minimum pass marks in each theory papers of the B. Ed. course in the range from 25% to 33% whereas 40 universities prescribed this in the range from 34% to 40%. It is further noted that most of universities (28) fix 40% as the minimum pass marks in each of the theory papers. These universities are : Venkateswara, Gauhati, Dibrugarh, Gujarat, Baroda, Saurashtra, South Gujarat, Gujarat State Education Department, S.N.D.T., Calicut, Kerala, Bombay, Nagpur, Poona, Shivajee, Berhampur, Sambhalpur, Utkal, Annamalai, Madurai, Calcutta, Burdwan, Kalyani, North Bengal, Vishwa Bharati and Delhi.

Practice of Teaching

Most of the universities (53) prescribe the minimum pass percentage in the practice of teaching in the range of 35% to 40%. The universities of Venkateswara, Kurukshetra, Gorakhpur and Delhi fix this in the range of 41% to 50%. It is found that the universities of Bombay, Nagpur and S.N.D.T. award the 'C' Grade as the minimum pass in the practice of teaching.

Practical Work

Generally all universities except Delhi follow 40%

as the minimum pass percentage in the practical work related to theory papers and others. The University of Delhi prescribes 50% as the minimum pass percentage for practical work.

Aggregate of Pass percentage

Aggregate of pass percentage of the entire B. Ed. course generally varies from 33% to 40%. However, the University of Delhi follows 50% as the aggregate pass percentage of the entire B. Ed course (Table 6.8).

(a) Percentages of marks of Various Divisions for B.Ed. Theory

Majority of the universities (57) fix 60% marks and above as the first division in theory, 50 to 59% as second division and below 50% as the third division both in theory and in practice of teaching. The university of Jammu awards first division at 65% and above. Twenty-nine universities/State Education Departments also award distinctions, the lower range being 65% to 80%. The Universities of Delhi, Berhampur, Sambhalpur and Utkal do not award first, second and third divisions but they award either pass or distinction. The universities of Bihar, Bhagalpur, Patna, Baroda, Gujarat, Saurashtra, South Gujarat, SNDT, Gujarat Education Department, Panjab, Rewa, Vikram, Bombay, Marathwada, Nagpur, Poona, Shivajee, SNDT, Karnataka, Mysore, Agra, Meerut, Lucknow and Bengal State Education Department award distinction alongwith first, second and third divisions. As regards, second and third divisions in theory, second division is given at 48% in the universities like Sardar Patel, Indore, Vikram, Jodhpur, Rajasthan, Udaipur, Agra, Gorakhpur, Lucknow, Meerut, at 45% in 9 Universities/State Education Departments like Bihar, Patna, Bhagalpur, Rewa, Jabbalpur, Ravishanker, Saugar, Kanpur, Uttar Pradesh State Education Department and at 40% in 8 universities like Dibrugarh, Gauhati, Burdwan, Calcutta, Kalyani, North Bengal, West Bengal State Education Department and Vishwa Bharati University. Jammu University awards second division at 55%. The Universities of Andhra, Osmania, Gujarat, Gujarat Vidyapeeth, Baroda, Saurashtra: South Gujarat, S.N.D.T Kurukshetra, Panjab, Himachal Pradesh, Calicut, Kerala, Shivajee, Bombay, Marathwada, Nagpur, Poona, Bangalore, Karnataka, Mysore, Guru Nanak, Panjabi, Annamalai, Madras and Madurai and Departments of Education of Gujarat and Kerala, give second division at 50%.

Third Division is awarded at 30% to 47% in most of the universities. In four universities only 'pass' and 'distinction' are given. These universities are Berhampur Sambhalpur, Utkal and Delhi whereas in 8 universities first and second divisions only are awarded. These universities/State Education Departments are Burdwan, Calcutta, Kalyani, North Bengal, Vishwa Bharati, West Bengal State Education Department, Gauhati, and Dibrugarh.

(b) Division for Practice Teaching

In practice teaching, first division is given at 80% in the universities of Jabbalpur, Ravishanker, Saugar, and Vikram, at 75% in the university of Gorakhpur and Uttar Pradesh State Education Department, at 65% to 70% in Andhra and Osmania universities. The other universities give first division at 60% and above in practice teaching. The universities of Bombay, Nagpur and SNDT (Bombay) award grade 'A' for first division in practice of teaching.

Second division is fixed at 55% for practice teaching in the universities of Andhra, Osmania and Jammu, at 60% in Jabbalpur, Ravishanker, Saugar, Vikram, Gorakhpur. Uttar Pradesh State Education Department, at 50% in Kerala State Education Department and the University of Indore, at 45% in the Universities of Bihar, Bhagalpur, Patna, and at 40% in the Universities of Dibrugarh, Gauhati, North Bengal, Calcutta, Burdwan and Vishwa Bharti. The Universities of Bombay, Nagpur and S.N.D.T. give 'B' grade for second division in practice teaching.

In most of the universities, the range of percentage of marks for 3rd division in practice teaching is between 33 to 40. Vishwa Bharati University in West Bengal gives 3rd division at 30% of marks in practice of teaching 'C' grade is also awarded for third division by Bombay, Nagpur and S.N.D.T. Distinction is also awarded at 90% in Vikram University. (Table 6.9).

The Modes of B. Ed. Results

The B.Ed. result is given in two modes. Firstly, the marks of theory and practice of teaching are combined and overall divisions are given. Secondly, the divisions are given separately in theory, practice of teaching and practical work. Under this head two types of results are again declared—first in two parts (i) theory and (ii) practice of teaching; second in three parts—(i) theory (ii) practice of teaching (iii) craft and community activities.

Out of 62 universities and State Education Departments, 24 universities (38.7%) declare combined results of theory and practice of teaching. 37 universities (59.6%) announce the results separately. About only one university namely Jadavpur, information is not available.

Out of 37 universities, five universities announce the result into three parts i.e., (i) theory paper (ii) practice of teaching (iii) craft work/community activities. 32 universities declare the result into two parts i.e. (i) theory and (ii) practice of teaching. These

universities are Andhra, Osmania, Venkateswara, Dibrugarh, Gauhati, Kurukshetra, Himachal Pradesh, Jammu, Calicut, Kerala, Kerala State Education Department, Jabbalpur, Ravishanker, Saugar, Indore, Vikram, Rewa, Bangalore, Mysore, Panjabi, Jodhpur, Rajasthan, Udaipur, Annamalai, Madras, Madurai, Calcutta, Agra, Gorakhpur, Kanpur, Meerut, Lucknow and Sanskrit. 5 universities/State Education Departments which give result in three parts are : Gujarat Vidyapeeth, Gujarat State Education Department, Panjab, Guru Nank Dev and Uttar Pradesh State Education Department. (Table 6.10).

Table 6.1
Maximum marks allotted to theory, practice of teaching and practical work of the B. Ed. course

S. No.	States	Universities	Total marks (Maximum) allotted for theory papers	Maximum marks allotted for practice teaching	Maximum marks allotted for practical work relating to theory papers	Grand Total of all cols 4, 5 and 6
1	2	3	4	5	6	7
1	Andhra Pradesh	Andhra	600	200	200	1000
		Osmania	600	200	—	800
2	Assam	Venkateswara	500	200	—	700
		Dibrugarh	600	300	—	900
3	Bihar	Gauhati	500	200	100	800
		Bihar	500	300	200	1000
		Bhagalpur	500	200	100	800
4	Gujarat	Patna	As in Bihar University	—	—	—
		Gujarat	550	200	100	850
		Gujarat Vidyapeeth	750	200	200	1150
		M. S. University	—	—	—	—
		Sardar Patel	450	200	450	1100
		S. N. D. T.	500	Grades are given	—	900
		Saurashtra	550	200	100	850
		State Education	—	300	250	1250
5	Haryana	Department (Gujarat)	700	200	200	1000
		Kurukshetra	600	—	—	—
6	Himachal Pradesh	Panjab	—	—	—	—
7	Jammu & Kashmir	Himachal Pradesh	—	—	—	—
8	Kerala	Jammu University	—	350	150	1000
		Calicut	500	300	200	1000
		Kerala	500	—	—	—
9	Madhya Pradesh	State Edu. Deptt.	—	—	—	—
		A. P. University	—	—	—	—
		(Rewa)	500	200	100	800
		Indore	500	—	—	—
		Jabalpur	500	300	200	1000
		Jiwajee	—	—	—	—
		Ravishanker	500	500	200	1200
		Saugar	500	300	200	1000
		Vikram	500	150	150	800
10	Maharashtra	Bombay	Grades are given	290	110	900
		Marathwada	500	Grades are given	—	—
		Nagpur	500	250	150	900
		Poona	600	200	—	—
		Shivajee	500	—	—	—
		S. N. D. T.	As given above	—	—	—
			As given above	—	—	—

(Contd. Table 6.1)

1	2	3	4	5	6	7
11	Mysore	Bangalore Karnataka Mysore	— — —	— — —	— — —	— — —
12	Orissa	Berhampur Sambhalpur Utkal	400 400 400	150 300 300	100 100 100	650 800 800
13	Punjab	Gurumanak Panjab Panjabi	500 — —	400 As shown above —	100 — —	1000 — —
14	Rajasthan	Jodhpur Rajasthan Udaipur	600 500 500	200 200 200	— 100 —	800 800 700
15	Tamil Nadu	Annamalai Madurai Madras	500 500 500	200 200 200	100 100 100	800 800 900
16	Tripura	Calcutta	600	200	100	800
17	Uttar Pradesh	Agra Gorakhpur Kanpur	600 600 600	150 150 200	50 50 200	800 800 1000
		Lucknow Meerut	— 600	— 200	— —	— 800
		Sanskrit State Education Deptt.	— 600	— 200	— —	— 800
18	West Bengal	Burdwan Calcutta Kalyani	700 700 700	150 As given above 200	50 — 100	900 900 1000
		North Bengal Vishwa Bharati State Education Deptt.	600 500	200 100	100 400	900 1000 1000
19	Union Territories	Panjab University Delhi University Bombay University	— — —	As shown above Not known As shown above	— — —	— — —
	Chandigarh Delhi Goa					

(Contd. Table 6.2)

1	2	3	4	5	6	7	8	9	10	11	12
12.	Orissa	Berhampur	400	100	300	150	—	—	100	—	—
		Sambhalpur	400	—	—	300	—	—	100	—	—
		Utkal	400	—	400	300	30	270	100	—	—
13.	Punjab	Guru Nanak	500	125	375	400	200	200	100	50	50
		Panjab	As shown above	—	—	—	—	—	—	—	—
		Panjabi	—	—	—	—	—	—	—	—	—
14.	Rajasthan	Jodhpur	—	—	—	—	—	—	—	—	—
		Rajasthan	600	125	475	200	50	100	—	—	—
		Udaipur	500	125	375	200	100	100	—	—	—
15.	Tamil Nadu	Annamalai	500	60	440	200	200	—	—	—	—
		Madurai	500	125	375	200	200	—	100	100	—
		Madras	500	—	500	200	200	—	100	100	—
		Calcutta	600	—	600	200	—	200	100	100	—
16.	Tripura	Agra	600	—	600	150	—	150	50	50	—
17.	Uttar Pradesh	Gorakhpur	600	—	600	150	—	150	50	50	—
		Kanpur	600	—	600	200	—	200	200	—	—
		Lucknow	—	—	—	—	—	—	—	—	—
		Meerut	600	—	600	200	—	200	—	—	—
		Sanskrit	—	—	—	—	—	—	—	—	—
		State Edu. Deptt.	600	—	600	200	—	200	—	—	—
18.	West Bengal	Burdwan	700	—	700	150	75	75	50	25	25
		Calcutta	As given above	—	—	—	—	—	—	—	—
		Kalyani	700	—	700	200	—	200	—	—	—
		North Bengal	700	—	700	200	—	200	100	100	—
		Vishwa Bharti	600	140	460	200	100	100	100	50	50
		State Edu. Deptt.	500	—	500	100	—	100	400	400	—
19.	Union Territories	Chandigarh	—	University of Panjab as shown above	—	—	—	—	—	—	—
		Delhi	—	—	—	—	—	—	—	—	—
		Bombay	—	As shown above	—	—	—	—	—	—	—

Table 6. 3
Criteria for Internal Assessment of Theory Papers

Sl. No.	States/Union Territories	Periodical Test	Number of assignments	Bot. i.e. periodical test and number of essays	Practical work/ performance in cocurricular activities	Total Response
1.	Andhra Pradesh	—	3	3	—	6
2.	Assam	—	—	—	1	1
3.	Bihar	1	—	—	—	1
4.	Gujarat	3	4	8	1	16
5.	Haryana	1	—	3	—	4
6.	Himachal Pradesh	1	—	—	—	1
7.	Jammu & Kashmir	1	—	—	—	1
8.	Kerala	5	1	3	—	9
9.	Madhya Pradesh	1	2	4	—	7
10.	Maharashtra	6	2	23	—	31
11.	Karnataka	11	1	6	—	18
12.	Orissa	4	—	—	—	4
13.	Punjab	1	1	8	1 (Hom. exam.)	11
14.	Rajasthan	10	—	2	—	12
15.	Tamil Nadu	5	1	1	—	7
16.	Tripura	1	—	—	1	2
17.	Uttar Pradesh	2	4	8	—	14
18.	West Bengal	3	2	11	—	16
19.	Union Territories	—	—	3	—	3
Total		56	21	83	4	164

Table 6.4
Criteria for internal assessment for practice teaching
(Multiple Response)

S. No.	States Union Territories	Lesson plan or Lesson notes	Execution of lesson	Preparation & use of aid	Black board work	Subject competence	Adoption of proper methodology	Extent of interest created and response control	Pupil participation and res- ponse control	Class criticism of lesson and method	Observation of records	Quality of content	General impression and thought	Clarity of presentation	Way of Expression	Resourcefulness	Regularity & sincerity	Final lesson		
1.	Andhra Pradesh	5	—	4	—	—	—	—	—	—	2	—	2	—	—	—	—	—		
2.	Assam	4	3	3	—	—	3	—	—	—	—	—	2	—	—	—	2	—		
3.	Bihar	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3		
4.	Gujarat	2	—	5	6	6	6	—	3	—	4	—	9	—	5	—	—	—		
5.	Haryana	3	—	2	—	—	—	—	—	—	—	—	3	—	—	—	—	—		
6.	Himachal Pradesh	1	—	1	1	—	1	—	—	—	—	—	—	—	1	—	—	—		
7.	Jammu & Kashmir	1	—	1	1	—	1	—	1	—	1	—	—	—	1	—	—	—		
8.	Kerala	3	—	—	2	3	4	—	3	—	3	3	—	—	4	—	—	—		
9.	Madhya Pradesh	2	—	3	2	3	—	—	—	—	—	—	—	—	—	—	—	—		
10.	Maharashtra	9	—	13	5	8	10	2	3	4	2	3	3	—	2	—	3	2		
11.	Karnataka	3	2	2	3	2	—	—	—	—	—	—	3	—	—	—	—	—		
12.	Orissa	—	—	1	1	—	2	—	—	—	2	—	—	—	—	—	—	—		
13.	Punjab	—	—	3	—	3	4	3	—	2	—	—	4	2	—	—	—	—		
14.	Rajasthan	3	2	4	2	—	—	—	—	3	—	—	—	—	2	—	2	—		
15.	Tamil Nadu	5	4	1	—	2	5	—	—	—	—	—	5	—	—	—	—	—		
16.	Tripura	1	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
17.	Uttar Pradesh	6	—	5	7	5	6	2	5	6	2	2	3	—	1	2	4	—		
18.	West Bengal	4	—	5	—	2	2	—	—	—	—	4	—	—	—	—	—	—		
19.	Union Territories	1	1	1	—	1	—	—	—	—	—	—	—	—	—	—	—	—		
Total		53	12	55	30	35	44	7	15	15	5	20	6	35	2	10	6	2	11	5

Table 6.5
 Procedure of Internal Assessment for Practice Teaching
 (Multiple Responses)

<i>S. No.</i>	<i>States/Union Territories</i>	<i>Performance of lesson given for the sake of assessment</i>	<i>Cummulative performance during the year</i>	<i>Both</i>	<i>Average marks for practice teaching and participation in other activities</i>
1.	Andhra Pradesh	—	5	3	—
2.	Assam	—	3	3	—
3.	Bihar	—	—	—	—
4.	Gujarat	3	11	10	—
5.	Haryana	1	—	1	—
6.	Himachal Pradesh	1	—	—	—
7.	Jammu & Kashmir	1	—	—	—
8.	Kerala	1	10	7	—
9.	Madhya Pradesh	2	5	5	—
10.	Maharashtra	11	13	18	2
11.	Karnataka	3	5	11	—
12.	Orissa	4	—	—	—
13.	Punjab	3	2	2	—
14.	Rajasthan	1	4	7	—
15.	Tamil Nadu	1	7	10	—
16.	Tripura	—	2	—	—
17.	Uttar Pradesh	1	8	10	—
18.	West Bengal	2	8	8	—
19.	Union Territories	—	—	3	—
Total		35	83	98	2

Table 6.6

Method of consolidation of Internal Assessment of Practice Teaching

Sl. No. States/Union Territories	Through Discussion	Consolidation of marks separately submitted by individual supervisors	Both	Not Applied
1. Andhra Pradesh	2	6	—	—
2. Assam	3	3	—	—
3. Bihar	1	1	—	2
4. Gujarat	1	18	6	—
5. Haryana	—	1	—	4
6. Himachal Pradesh	1	—	—	—
7. Jammu & Kashmir	—	1	—	—
8. Kerala	5	10	3	1
9. Madhya Pradesh	—	8	2	2
10. Maharashtra	4	22	17	4
11. Karnataka	6	6	5	3
12. Orissa	3	1	—	2
13. Punjab	2	3	2	5
14. Rajasthan	1	10	—	1
15. Tamil Nadu	7	7	4	1
16. Tripura	—	—	2	—
17. Uttar Pradesh	7	25	—	3
18. West Bengal	11	7	1	3
19. Union Territories	1	2	—	—
Total	55	131	42	31

Table 6.7

Criteria for Additional Skill

Sl. No.	States/Union Territories	College Only of Edu- cation is doing assess- ment or Princi- pal or incharge assess it	Teachers report by the lecturer	Direct Report of the tutor	Observation on the method of the master	Based on the toll- call of the hostel book & its main- acti- vities by the trainee	Assign- ment and daily the var- ious records by the colleges staff	Cumu- lative involve- ment & stu- dents partici- pation	Actual Report of the lar- gely attend- ance and per- formance	Exhi- bition pointed from the out- side	Judges ap- pointed from the out- side	Viva Voce	Inter- view	Test of the mater- ial pre- pared by the train- ees						
1.	Andhra Pradesh	2	3	1	1	—	1	—	—	—	—	—	—	1						
2.	Assam	1	2	—	—	—	—	—	—	1	—	—	—	—						
3.	Bihar	—	2	—	—	—	2	—	—	—	—	—	—	—						
4.	Gujarat	2	21	5	3	2	1	2	—	—	—	—	—	—						
5.	Haryana	—	3	1	—	—	—	—	—	—	—	—	—	—						
6.	Himachal Pradesh	—	1	—	—	—	—	—	—	—	—	—	—	—						
7.	Jammu & Kashmir	—	—	—	—	—	1	—	—	—	—	—	—	—						
8.	Kerala	2	5	4	1	—	1	—	—	—	—	—	—	—						
9.	Madhya Pradesh	2	6	1	—	—	1	—	—	—	—	—	—	—						
10.	Maharashtra	1	26	14	—	1	1	2	1	—	—	—	—	2						
11.	Karnataka	—	1	7	2	—	—	—	—	—	—	—	—	—						
12.	Orissa	—	3	1	—	—	—	—	—	—	—	—	—	—						
13.	Punjab	1	6	4	—	—	—	—	—	—	—	—	—	—						
14.	Rajasthan	1	3	—	—	—	1	—	1	1	1	1	1	—						
15.	Tamil Nadu	5	9	2	1	—	1	—	—	1	—	—	—	—						
16.	Tripura	—	1	1	—	—	1	—	—	—	—	—	—	—						
17.	Uttar Pradesh	5	9	5	2	—	—	2	1	—	—	—	—	2						
18.	West Bengal	1	11	1	1	—	—	—	1	—	—	—	—	—						
19.	Union Territories	—	2	1	—	1	—	—	—	—	—	—	—	1						
Total		23	7	114	11	42	11	3	5	3	7	6	6	3	4	5	3	1	1	6

Table 6.8
Pass Percentages in Theory and Practice of Teaching

Sl. No.	States/Union Territories	Universities	Pass % (theory)	Pass % (practice teaching)	Pass % (practical work)	Aggregate of Pass %
1.	Andhra Pradesh	Andhra	35	40	40	40
		Osmania	35	40	40	—
		Venkateswara	40	45	40	—
2.	Assam	Gauhati	40	40	40	—
3.	Bihar	Dibrugarh	40	40	40	—
		Bhagalpur	36	40	40	—
		Bihar	33	40	40	—
		Patna	36	40	40	—
4.	Gujarat	Gujarat	40	40	40	—
		Gujarat Vidyapeeth	30	30	30	—
		M. S. University	40	40	—	—
		Sardar Patel	36	36	—	—
		Saurashtra	40	40	—	—
		South Gujarat	40	40	—	—
		State Education Department	40	40	—	—
5.	Haryana	S. N. D. T.	40	grade C	—	40
		Kurukshetra	33	50	—	—
		Panjab	33	40	—	40
6.	Jammu & Kashmir	Jammu	33	—	—	40
7.	Himachal Pradesh	Himachal Pradesh University	33	40	—	40
8.	Kerala	Calicut	40	40	—	40
		Kerala	40	40	—	—
9.	Madhya Pradesh	State Education Department	35	40	—	—
		A. P. University Rewa	25	40	40	33
		Indore	25 (25% each)	40	40	33
		Jabalpur	25 (25% each)	40	40	33
		Jiwajee	—	—	—	—
		Ravishanker	25 (25% each)	40	40	36
		Saugar	25 (25% each)	40	40	33
		Vikram	—	—	—	—
10.	Maharashtra	Bombay	40	grade C	—	40
		Marathwada	40	—	—	40
		Nagpur	40	grade C	—	40
		Poona	40	40	—	—
		Shivajee	40	40	—	—
		S. N. D. T.	40	grade C	—	40

Table 6.8 (Continued)

1	2	3	4	5	6	7
11.	Karnataka	Bangalore	35	35	—	40
		Karnataka	35	35	—	40
12.	Orissa	Mysore	35	35	—	40
		Berhampur	40%	pass	—	—
		Sambhalpur	40%	pass	—	—
		Utkal	40%	pass	—	—
13.	Punjab	Gurunanak	33	40	—	40
		Panjab	Already shown above	—	—	—
14.	Rajasthan	Panjab	33	40	—	40
		Jodhpur	36	36	—	36
		Rajasthan	36 (30% in each paper)	36	—	36
15.	Tamil Nadu	Udaipur	36	40	—	—
		Annamalai	40	40	40	—
		Madras	40	40	40	—
		Madurai	40	40	40	—
16.	Tripura	Calcutta	40	40	40	—
17.	Uttar Pradesh	Agra	40	40	40 craft	—
		Gorakhpur	33	40	—	36
		Kanpur	33	50	—	—
		Lucknow	30	40	—	36
		Meerut	30	36	—	36
		Sanskrit	36	36	—	36
18.	West Bengal	State Education Department	33	40 to 50	—	—
		Burdwan	40	40	40	40
		Calcutta	As given above	—	—	—
		Jadavpur	—	—	—	—
		Kalyani	40	40	—	—
		North Bengal	40	40	40	40
		State Education Department	40	40	40	40
		Vishwa Bharati	40	40	40	40
19.	Union Territories	Panjab	As given above	40	40	40
		Delhi	40	45	50	50
		Bombay	As given above	—	—	—

Table 6.9
Percentages of Marks of Various Divisions

S. No.	States/Union Territories	Universities	First Theory	%	Division Practice Teaching	%	Second Division Theory Practice Teaching	%	Third Theory	%	Division Practice Teaching	%	Distinction Theory Practice Teaching	%
1	2	3	4	5	6	7	8	9	10	11				
1.	Andhra Pradesh	Andhra	60	70	50	55	35	40	—	—	—	—	—	—
		Osmania	60	65	50	55	35	40	—	—	—	—	—	—
		Venkateswara	—	—	—	—	40	—	—	—	—	—	—	—
2.	Assam	Dibrugarh	60	60	40	40	No 3rd Divs.	—	—	—	—	—	—	—
		Gauhati	60	60	40	40	No 3rd Divs.	—	—	—	—	—	—	—
3.	Bihar	Bhagalpur	60	60	45	45	36	40	—	—	—	—	—	—
		Bihar	60	60	45	45	33	40	70	—	—	—	—	—
		Patna	60	60	45	45	36	40	75	—	—	—	—	—
4.	Gujarat	Gujarat	60	—	50	—	40	—	70	—	—	—	—	—
		Gujarat Vidhyapeeth	60	—	50	—	40	—	70	—	—	—	—	—
		M. S. University	60	—	50	—	40	—	70	—	—	—	—	—
		Sardar Patel	60	—	48	—	36	—	—	—	—	—	—	—
		Saurashtra	60	—	50	—	40	—	66	—	—	—	—	—
		South Gujarat	60	—	50	—	40	—	66	—	—	—	—	—
		State Education Department	60	—	50	—	40	—	66	—	—	—	—	—
5.	Haryana	S. N. D. T.	60	(A grade)	50	(B grade)	40	(C grade)	66	—	—	—	—	—
		Kurukshetra	60	—	50	—	40	—	66	—	—	—	—	—
		Panjab	60	—	50	—	40	—	75	—	—	—	—	—
6.	Himachal Pradesh	Himachal Pradesh	60	—	50	—	40	—	—	—	—	—	—	—
7.	Jammu & Kashmir	Jammu University	65	65	55	55	40	45	—	—	—	—	—	—
8.	Kerala	Calicut	60	—	50	—	40	—	—	—	—	—	—	—
		Kerala	60	—	50	—	40	—	—	—	—	—	—	—
		State Education Department	60	60	50	50	55	40	—	—	—	—	—	—
9.	Madhya Pradesh	A. P. University Rewa	60	—	45	—	33	40	75	—	—	—	—	—
		Indore	60	60	48	50	36	40	—	—	—	—	—	—
		Jabalpur	60	80	45	60	33	40	—	—	—	—	—	—
		Jiwajee	—	—	—	—	—	—	—	—	—	—	—	—
		Ravishanker	60	80	45	60	33	40	—	—	—	—	—	—
		Saughar	60	80	45	60	60	33	—	—	—	—	—	—
		Vikram	60	80	48	60	36	40	80	—	—	—	—	90

Table 6.9 (Continued)

1	2	3	4	5	6	7	8	9	10	11
10.	Maharashtra	Bombay	60	A grade	50	B grade	40	C grade	65	
		Marathwada	60	—	50	—	40	—	—	
		Nagpur	60	A grade	50	B grade	40	C grade	65	
		Poona	60	—	50	—	40	—	66	
		Shivaji	60	—	50	—	40	—	70	
11.	Mysore	S. N. D. T.	60	A grade	50	B grade	40	C grade	66	
		Bangalore	60	—	50	—	40	—	—	
		Karnataka	60	—	50	—	40	—	65	
12.	Orissa	Mysore	60	—	50	—	40	—	70	
		Berhampur	60%	as distinction marks, below 60% is the pass marks	—do—	—do—	—do—	—do—	—do—	
13.	Punjab	Sambhalpur	60	—	50	—	40	—	—	
		Utkal	60	As given above	—	—	—	—	—	
		Guru Nanak	60	—	50	—	40	—	—	
14.	Rajasthan	Punjab	60	—	50	—	40	40	—	
		Punjab	60	—	50	—	40	40	—	
		Jodhpur	60	—	48	—	36	40	—	
		Rajasthan	60	—	48	—	36	40	—	
		Udaipur	60	—	48	—	36	40	—	
15.	Tamil Nadu	Annamalal	60	—	50	—	40	—	—	
		Madras	60	—	50	—	40	—	80	
		Madurai	60	—	50	—	40	—	75	
		Calcutta	60	—	40	—	—	No third Division	—	
16.	Tripura	Agra	60	—	48	—	36	—	75	
17.	Uttar Pradesh	Gorakhpur	60	75	48	60	36	—	—	
		Kanpur	60	—	48	—	36	—	75	
		Lucknow	60	—	45	—	36	—	75	
		Meerut	60	—	48	—	36	—	75	
		Sanskrit	60	—	48	—	36	—	—	
18.	West Bengal	State Education Department	60	75	45	60	33 to 36	45	—	
		Burdwan	60	—	40	No third division	—	—	—	
		Calcutta	—	As given above	—	—	—	—	—	
		Jadavpur	60	—	—	—	—	—	—	
		Kalyani	60	—	40	40	No third division	—	—	
		North Bengal	60	—	40	—	No third division	—	—	
19.	Union Territories	State Education Department	60	—	40	40	No third division	—	75	
		Viswa Bharati	60	—	40	—	No third division	—	—	
		Punjab	As given above	—	—	—	No third division	—	—	
		Delhi	Only pass marks on 50% of theory and practice teaching	—	—	—	—	—	—	
		Bombay	As given above	—	—	—	—	—	—	

CHAPTER VII

Resources

THIS chapter contains information about physical and personnel resources. The physical resources covered in the survey are—the buildings, libraries, laboratories, workshops, audio-visual equipments etc. Under personnel resources teaching staff and their qualifications, pay scales, retirement benefits, vacancies etc. have been discussed. Besides these resources, expenditure (recurring) incurred by teacher education institutions (T.E.Is) has also been presented in this chapter.

7.1 Physical Resources

Buildings : Out of 259 teacher education institutions which have sent the questionnaire back for the present survey, 230 T.E.Is have supplied information regarding ownership of buildings and their adequacy. Of these, 177 (77.0%) have their own buildings ; whereas 50 (21.7%) are housed in rented buildings. There are two T.E.Is in Maharashtra running in rent-free buildings and one T.E.I in Himachal Pradesh is housed in partly owned and partly rented building. Regarding adequacy of the buildings, 163 (70.9%) T.E.Is have reported that their buildings are adequate for the purpose of their requirements, whereas 67 (29.1%) find their buildings inadequate. State-wise statistics for buildings and their adequacy are given in Table 7.1.

Rooms : The information regarding provision of different types of rooms and their adequacy has been supplied by 233 T.E.Is. The number of classrooms possessed by the responding T.E.Is varies from one to more than six. 185 (79.4%) T.E.Is have from 1 to 3 classrooms, 39 (16.7%) from 4 to 6 and 9 (3.9%) T.E.Is possess more than six classrooms. The T.E.Is having more than six classrooms are located in the States of Madhya Pradesh (2), Andhra Pradesh (1), Haryana

(1), Karnataka (1), Orissa (1), Punjab (1), Rajasthan (1) and Uttar Pradesh (1). It is further seen that 175 i.e., about two-third of the T.E.Is consider classrooms with them to be adequate (Table 7.2).

Table 7.3 reveals that out of 233 T.E.Is, 173 (74.2%) possess subject rooms, whereas the remaining 60 (25.8%) T.E.Is do not have such rooms. As many as 125 (53.6%) T.E.Is have subject rooms ranging from 1 to 4, 37 (15.9%) from 5 to 8, and 11 (4.7%) have more than eight subject rooms. The T.E.Is with more than eight subject rooms are situated in Rajasthan (4), Karnataka (2), Gujarat (1), Madhya Pradesh (1), Maharashtra (1), Orissa (1) and Tripura (1). Only 127 (54.5%) T.E.Is have reported that they possess adequate subject rooms.

The number of tutorial rooms in T.E.Is ranges from 0 to 8 and more. 141 (60.5%) of the responding T.E.Is are without tutorial rooms, 73 (31.3%) have 1 to 4 tutorial rooms, 14 (6.0%) from 5 to 8 and five (2.1%) T.E.Is have more than 8 tutorial rooms. The T.E.Is possessing more than eight tutorial rooms are located in Karnataka (2), Gujarat (1), Tripura (1) and the Union Territory of Delhi. Only 68 (29.2%) T.E.Is have reported that they have got adequate number of tutorial rooms (Table 7.4).

The data regarding T.E.Is with staff room and assembly hall/auditorium are shown in Table 7.5. Out of 233 T.E.Is, 148 (63.5%) have reported adequate provision of staff rooms as against 48 (20.6%) having inadequate provision. As many as 37 (15.9%) T.E.Is do not have such provision at all.

111 (47.6%) T.E.Is consider their assembly halls/ auditoriums to be adequate and 25 (10.7%) as inadequate. There are 97 (41.6%) T.E.Is which are without assembly hall/auditorium.

Out of 233 T.E.Is only 56 (24.0%) have reported the availability of men's common rooms as adequate and 29 (12.4%) as inadequate. 148 (63.5%) T.E.Is do not have this provision. Women's common rooms are available in 151 (64.8%) T.E.Is and the same are not available in 82 (35.2%) T.E.Is. Only 109 (46.8%) T.E.Is consider their women's common-rooms adequate for their requirement. State-wise data regarding T.E.Is with men's and women's common-rooms are shown in Table 7.6. Store-rooms are available in 140 (60.1%) and are not available in 92 (39.9%) T.E.Is. Canteen facility is available in 89 (38.2%) T.E.Is only.

Staff Quarters : Out of 233 T.E.Is only 79 i.e., about one-third have provision of staff quarters (Table 7.7). Three criteria are generally followed by the T.E.Is for the allotment of staff quarters : (i) seniority, (ii) position held (principal and/or hostel warden), and (iii) need of the faculty members. Usually the quarters are given to the principals and/or hostel wardens. Some T.E.Is have quarters for other faculty members also. These are generally allotted on the basis of seniority, but sometimes on the basis of the need of the faculty members. There are only eight T.E.Is which have provision of quarters for almost all the faculty members and these are located one each in the States of Gujarat, Haryana, Karnataka, Madhya Pradesh, Orissa, Punjab, Rajasthan and Tamil Nadu.

Library and Reading Rooms : All the 233 responding T.E.Is have library facility. Of these, 156, i.e. about two-third consider library facility as adequate while one-third deem it as inadequate. Reading rooms are available in 185 (79.4%) T.E.Is either in the libraries or as separate rooms. These have been considered to be adequate by 125 (53.6%) T.E.Is (Table 7.8).

The information regarding the number of books in the libraries during 1970-71 has been supplied by 211 T.E.Is (Table 7.9). It is observed that there is a lot of variation in the total number of books in the libraries of T.E.Is. 71 (33.6%) T.E.Is have books upto 2500, 58 (27.5%) between 2501 and 5000, 51 (24.2%) between 5001 and 10,000, and 31 (14.7%) have more than 10,000 books in their libraries. The T.E.Is which have more than 10,000 books in the libraries are in the States of Madhya Pradesh (5), Maharashtra (4), Rajasthan (4), Karnataka (3), Tamil Nadu (3), Gujarat (2), Punjab (2), Uttar Pradesh (2), Andhra Pradesh (1), Orissa (1), Tripura (1), West Bengal (1) and the Union Territories of Chandigarh (1) and Delhi (1).

Laboratories : The data regarding different types of laboratories are supplied by 236 T.E.Is. Of these, only 35 (14.8%) have adequately equipped Biology laboratories, 11 (4.7%) inadequately equipped and 190 (80.5%) T.E.Is do not have this laboratory facility. Chemistry laboratories are available in 49 (20.8%) T.E.Is but 33 (14%) only find them adequately equipped. 48 (20.4%) T.E.Is have the provision of Physics laboratories but 33 (14%) only find their laboratories adequately equipped. There are 116 (49.2%) T.E.Is having General Science, combined laboratories for all the science subjects, whereas only 67 (28.4%) find them adequately equipped. State-wise data regarding different types of science laboratories are given in Table 7.10.

The data about Psychology, Home Science, Commerce, Technology and Geography laboratories are shown in Table 7.11. The table reveals that 86 (36.4%) T.E.Is possess adequately equipped and 28 (11.9%) inadequately equipped Psychology laboratories. There are 122 (51.7%) T.E.Is which do not have Psychology laboratory facility. Home Science laboratories are available in 19 (8.1%) T.E.Is but only 12 (5.1%) have these adequately equipped. The T.E.Is with adequately equipped Home Science laboratories are located in Uttar Pradesh (5), Tamil Nadu (3), Karnataka (1), Madhya Pradesh (1), Punjab (1) and Rajasthan (1).

Only three T.E.Is possess adequately equipped Commerce laboratories located one each in Karnataka, Orissa and Rajasthan. Technology laboratories are also available in three T.E.Is only, situated one each in Karnataka, Punjab and Rajasthan. 16 (6.8%) T.E.Is have reported to have Geography laboratories but only 10 (4.3%) T.E.Is find them adequately equipped. The T.E.Is with adequately equipped Geography laboratories are located in West Bengal (9) and Assam (1).

Craft Workshops : The information regarding different types of craft workshops is provided by 233 T.E.Is. Of these, 30 (12.9%) T.E.Is have adequately equipped, and 8 (3.4%) inadequately equipped carpentry and wood work workshops. The remaining 195 (83.7%) T.E.Is do not have this facility. None of the responding T.E.I of Assam, Kerala, Maharashtra, Tripura and the U.T. of Goa, Daman & Diu has carpentry and wood work workshop.

Spinning and Weaving Workshops are available in 25 (10.7%) T.E.Is but 20 (8.6%) have found them adequately equipped. None of the responding

T.E.Is of Assam, Haryana, Kerala, Karnataka, Tamil Nadu, Tripura and the Union Territories of Delhi and Goa, Daman and Diu has the provision of spinning and weaving workshops.

Clay modelling workshops are provided in five of the 233 T.E.Is only. Of these, four T.E.Is have adequately equipped clay modelling workshops and are situated in Rajasthan (2), West Bengal (1) and the Union Territories of Delhi (1).

Adequately equipped leather workshops are possessed by seven T.E.Is located three each in Haryana and Punjab and one in the Union Territory of Chandigarh. Adequately equipped metal workshops are available in seven T.E.Is and inadequately equipped in one. The T.E.Is with adequately equipped metal workshops are located one each in Andhra Pradesh, Karnataka, Orissa, Rajasthan, Uttar Pradesh, West Bengal and the Union Territory of Delhi.

Only 9 (3.8%) T.E.Is have provision of agriculture workshops. Of these, two each are in Madhya Pradesh and Uttar Pradesh and one each in Bihar, Gujarat, Himachal Pradesh, Punjab and the Union Territory of Chandigarh. Tailoring workshops are also available in 9 (3.8%) T.E.Is, four each in Madhya Pradesh and Orissa and one in Uttar Pradesh.

General art and craft workshops are available in 37 (15.9%) T.E.Is and these are reported to be adequately equipped by 26 (11.2%) T.E.Is only (Table 7.12).

Audio-Visual Equipments: The information regarding availability of separate audio-visual rooms and of different types of audio-visual equipments has been supplied by 236 T.E.Is (Table 7.13). Of these, 79 i.e., about one-third of the T.E.Is have provision of separate audio-visual rooms. Regarding different types of audio-visual equipments, 94 (39.8%) T.E.Is have epidiascopes, 150 (63.6%) have film projectors and 103 (43.6%) have filmstrip projectors. Slide projectors are found in 26 (11.0%) T.E.Is and micro-projectors 24 (10.2%). Eight (3.4%) T.E.Is out of which four are located in Maharashtra, two in Punjab and one each in Kerala and Tamil Nadu possess still projectors. Overhead projectors are available in 8 (3.4%) T.E.Is. Of these three are in Gujarat and one each in Karnataka, Madhya Pradesh, Orissa, Rajasthan and the Union Territory of Delhi. Record players are available in 99 (41.9%), tape recorders in 124 (52.5%) and radios in 64 (27.1%) T.E.Is. 57 (24.2%) T.E.Is have gram-

mophones and 33 (14.0%) have public address equipments. 12 (5.1%) T.E.Is have linguaphones, of which two each are located in Gujarat and Rajasthan and one each in Andhra Pradesh, Bihar, Haryana, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Uttar Pradesh and West Bengal. Magic lanterns are available in four T.E.Is only. Of these, two are in Andhra Pradesh and one each in Karnataka and Madhya Pradesh. 12 (5.1%) T.E.Is possess cameras. Of these three are situated in Madhya Pradesh, two each in Andhra Pradesh and Karnataka and one each in Gujarat, Jammu & Kashmir, Rajasthan, Tamil Nadu and Uttar Pradesh. Radiograms are available in four T.E.Is only, of which two are in Maharashtra and one each in Assam and Karnataka. 8 (3.4%) T.E.Is having microscopes are located in Gujarat (4), Karnataka (2) Maharashtra (1) and Uttar Pradesh (1).

7.2 Personnel Resources

Teaching Staff: Teaching staff in T.E.Is has been divided in the categories of male, female, full-time and part time. Out of 259 T.E.Is, 219 have supplied information regarding teaching staff. Category-wise number of teacher educators in these T.E.Is is shown in Table 7.14. It is seen that out of 2,446 teacher educators, 2,284 (93.4%) are full-time and 167 (6.6%) part-time. Sex-wise distribution of teacher educators indicates that there are 1,810 (74.0%) male and 636 (26.0%) female teacher educators. State-wise information about the male, female, full-time and part-time teacher educators is shown in Table 7.14.

Teacher-Pupil Ratio: As already mentioned in Chapter II, the secondary teacher education institutions in the country offer different types of teacher education courses, namely, (i) only B. Ed. or its equivalent courses like B.T./L.T./D.B.Ed. (Diploma in Basic Education); (ii) B. Ed. along with other full-time or part-time Diploma courses; (iii) B. Ed. and M. Ed.; (iv) B. Ed. and M. Ed. along with other full-time or part-time Diploma courses; (v) M.Ed./M.A. in Education, M.Phil, Ph.D. etc. For the purpose of homogeneity, the teacher-pupil ratio in T.E.Is having only B.Ed. or its equivalent courses and those having B.Ed. alongwith M.Ed., has been worked out separately. The teacher-pupil ratio in the T.E.Is offering any other combination of courses on teacher education has not been worked out separately as the data regarding enrolment are either incomplete or not available from most of these T.E.Is.

Out of 219 T.E.Is supplying information regarding teaching staff, as many as 142 offer only B.Ed. or its equivalent courses and have provided the data about enrolment. The number of teacher educators in these T.E.Is is found to be 1,396 whereas enrolment therein is 17,409. Thus, the teacher-pupil ratio in T.E.Is located in 16 States and the Union Territory of Chandigarh, running only B.Ed. or its equivalent courses is found to be 1:12. The responding T.E.Is in the remaining States and Union Territories do not run B.Ed. course exclusively. On the basis of available data the teacher-pupil ratio is found to be highest (1 : 17) in the State of West Bengal and the lowest (1 : 9) in the States of Gujarat, Madhya Pradesh, Maharashtra and Rajasthan (Table 7.15).

Thirty-seven* T.E.Is in ten States and the Union Territory of Delhi offer B.Ed. and M.Ed. courses and have provided the data about teaching staff and enrolment. The strength of teaching staff in the responding T.E.Is is found to be 544 and enrolment there in is 6,244. Thus the teacher-pupil ratio in T.E.Is offering B.Ed. and M.Ed. courses is found to be 1:11 (Table 7.16).

Qualifications of Teaching Staff : Out of 2,446 teacher educators working in 219 T.E.Is, the qualifications of 2,430 are available (Table 7.17). Of these, 133 (5.5%) are Ph. D., 842 (34.6%) M.A./M.Sc., M.Ed ; 809 (33.3%) M.A/M.Sc., B.Ed ; 341 (14.0%) B.A./B.Sc., M.Ed ; 85 (3.5%) B.A./B.Sc., B.Ed.; and 26 (1.1%) are M.A/M.Sc. in school subjects but no degree or diploma in education. As many as 194 (8.0%) teacher educators are diploma holders in Art/Craft/Music/Physical Education with different academic qualifications. The details about their academic qualifications are given below :

<i>Academic Qualifications of Diploma holders</i>	<i>Number</i>
1. Post Graduates	44
2. Graduates	108
3. Under Graduates	42
Total	194

*Include T.E.Is having Ph.D. facility and exclude offering other Diploma Courses.

Difficulty in getting Qualified Staff : Out of 219 T.E.Is, 73 i.e. about one-third have reported difficulty in getting qualified staff for certain subjects. This difficulty is mostly experienced in Science subjects (37), English (21) and Mathematics (16). Difficulty is also felt by a few institutions in other subjects namely, Geography, Psychology, Home Science, Audio-Visual Education, History, Hindi, Commerce, Art and Craft. State-wise data about the number of T.E.Is reporting difficulty in getting qualified staff in different subjects are shown in Table 7.18.

Vacancies : The information regarding number of vacancies supplied by 230 T.E.Is indicates that 65 (28.3%) of them had 140 vacancies in them during 1970-71. Of these, 111 (79.3%) were for full session, 12 (8.6%) for 3 to 6 months and 17 (12.1%) vacancies were for less than 3 months. Most of the full session vacancies have been reported by the T.E.Is in the States of Madhya Pradesh, Uttar Pradesh and West Bengal (Table 7.19).

Retirement Benefits for Teaching Staff : Secondary teacher education institutions provide different types of retirement benefits for their teaching staff. Out of 218 T.E.Is which have supplied information on this aspect, 24 (11%) T.E.Is have the facility of pension, provident fund, gratuity and insurance ; 57 (26.1%) have provision of pension, provident fund and gratuity and 14 (6.4%) T.E.Is of Uttar Pradesh have reported about the provision of pension, provident fund and insurance. As many as 22 (10.1%) T.E.Is provide the benefit of provident fund and gratuity to their teaching staff whereas 11 (5.1%) T.E.Is have provision of provident fund with insurance facility. There are only 90 (41.3%) T.E.Is which provide only provident facility to the teaching staff. State-wise information regarding retirement benefits in T.E.Is is shown in Table 7.20.

Pay Scales of Teaching Staff : Pay scales of different categories of teaching staff working under different managements in the secondary teacher education institutions during 1970-71 are shown in Table 7.21. The table reveals that there is a lot of variation in the pay scales of teaching staff in

between the States and within the States. It is observed that mostly the pay scales of different categories of teaching staff in the University departments/colleges are higher than those in government and privately managed T.E.Is except in the States of Tamil Nadu and West Bengal. In Tamil Nadu the Lecturers working in government and private institutions and in West Bengal the Lecturers in Government institutions are given a slightly higher start than those in University departments/colleges. However, the Lecturers in University departments/colleges in both the States enjoy a higher maximum in the pay scales than their counterparts in government and private institutions. It is further observed that there is generally no difference in the pay scales of different categories of teaching staff working in government and privately managed T.E.Is of Assam, Haryana, Kerala, Karnataka, Madhya Pradesh, Punjab, Rajasthan and Tamil Nadu. The pay scales of teaching staff in the government and private T.E.Is differ in the States of Andhra Pradesh, Gujarat, Maharashtra, Uttar Pradesh and West Bengal. The pay scales in the government T.E.Is are found to be higher than those in the private institutions in Andhra Pradesh, Gujarat and West Bengal, while the scales in the private T.E.Is are better in Maharashtra and Uttar Pradesh. The comparison of pay scales between government and private T.E.Is in the remaining States is not possible as the information is available only from government T.E.Is only.

7.3 Expenditure

The secondary teacher education institutions were asked to supply information on the recurring and non-recurring expenditure incurred by them. Most of the T.E.Is have not provided information on non-recurring expenditure and as such in this section of the report only total recurring expenditure incurred by the T.E.Is has been discussed. The total recurring expenditure includes expenditure incurred by T.E.Is on different items like salaries of teaching and non-teaching staff, teaching material, library, laboratory equipments, travelling allowance of staff and rent. It also includes expenditure on other miscellaneous items such as stipends, practice teaching, games and sports, printing and stationery, audit fee, postage, advertisement, repair of furniture, bills of telephone, water and electricity and other contingencies.

Out of 381 T.E.Is, 259 sent back the questionnaires for the present survey. The information regarding the total recurring expenditure incurred by T.E.Is during 1968-69, 1969-70 and 1970-71 has been supplied by 171, 184 and 200 T.E.Is, respectively and these T.E.Is offer different types of teacher education courses namely B.Ed, M.Ed, M.Phil, Ph.D. and other diploma courses. Since the financial figures on this aspect have been supplied only by about 50% of the existing T.E.Is, the total and average recurring expenditure shown in Table 7.22 may be considered with this limitation. It is seen from the table that the response from some States has been very poor. However, the available data reveal that the average recurring expenditure of Rs. 99,919 in 1968-69 has increased to Rs. 1,10,939 in 1969-70 and to Rs. 1,24,140 in 1970-71. This indicates that there is a trend of increase in all-India average expenditure on teacher education from year to year.

Another interesting fact which is evident from the table is that during 1968-69 and 1969-70 the average expenditure of the T.E.Is in the States of Assam, Gujarat, Kerala, Karnataka, Orissa, Tamil Nadu, Uttar Pradesh, West Bengal and the U.T. of Goa, Daman & Diu is found to be less than the corresponding all-India average. In 1970-71 also, the States incurring expenditure lower than the all-India average are the same except that the average recurring expenditure in case of Bihar has come down below the all-India average while in case of Goa, Daman & Diu it has gone up above the average.

Per Capita Expenditure (Recurring)

As mentioned earlier, the secondary teacher education institutions in the country offer different types of teacher education courses. For the purpose of homogeneity, the per capita expenditure has been calculated separately of those T.E.Is offering B.Ed. or its equivalent courses and the T.E.Is offering B.Ed. along with M.Ed. The per capita expenditure for those T.E.Is offering any other combination of courses has not been worked out as the information regarding enrolment in respect of most of the T.E.Is was either incomplete or not available. In this study the per capita expenditure has been calculated on the basis of recurring expenditure only.

The number of T.E.Is offering only B.Ed. or its equivalent and having supplied information regarding recurring expenditure is 113, 120, 127 in the 14 States and

the Union Territory of Chandigarh during 1968-69, 1969-70 and 1970-71, respectively (Table 7.23). The per capita expenditure of these T.E.Is is found to be Rs. 635 in 1968-69, Rs. 721 in 1969-70 and Rs. 780 in 1970-71. This indicates an increase in per capita expenditure of Rs. 86 (13.5%) in 1969-70 over that of 1968-69 and of Rs. 59 (8.2%) in 1970-71 over that of 1969-70.

The per capita expenditure of those T.E.Is which run B.Ed alongwith M.Ed course during 1968-69, 1969-70 and 1970-71 has been worked out separately and is

shown in Table 7.24. The table indicates that the information about expenditure and enrolment has been supplied by 27,32 and 38 T.E.Is only from ten States and the Union Territory of Delhi for the years under report. The average per capita expenditure on B.Ed alongwith M.Ed course is found to be Rs. 896 in 1968-69, Rs. 859 in 1969-70 and Rs. 983 in 1970-71. This shows a decrease in average per capita expenditure of Rs. 37 (4.1%) in 1969-70 over that of 1968-69 and an increase of Rs. 124 (14.4%) in the year 1970-71 over that of 1969-70.

Table 7.1
Buildings of T.E.Is and their Adequacy

Sl. No.	States Union Territories	No. of T.E.Is supplying information	Ownership of buildings				Adequacy of buildings	
			Own	Rented	Partly owned partly rented	Rent free	Adequate	Inadequate
1.	Andhra Pradesh	7	6	1	—	—	6	1
2.	Assam	4	3	1	—	—	1	3
3.	Bihar	4	2	2	—	—	1	3
4.	Gujarat	23	13	10	—	—	22	1
5.	Haryana	4	4	—	—	—	4	—
6.	Himachal Pradesh	1	—	—	1	—	1	—
7.	Jammu & Kashmir	1	1	—	—	—	—	1
8.	Kerala	17	16	1	—	—	13	4
9.	Karnataka	19	12	7	—	—	16	3
10.	Madhya Pradesh	10	10	—	—	—	7	3
11.	Maharashtra	41	19	20	—	2	26	15
12.	Orissa	6	5	1	—	—	2	4
13.	Punjab	11	11	—	—	—	7	4
14.	Rajasthan	11	9	2	—	—	11	—
15.	Tamil Nadu	16	15	1	—	—	13	3
16.	Tripura	1	1	—	—	—	1	—
17.	Uttar Pradesh	31	29	2	—	—	19	12
18.	West Bengal	20	19	1	—	—	11	9
19.	Union Territories							
	(1) Chandigarh	1	1	—	—	—	—	1
	(2) Delhi	1	1	—	—	—	1	—
	(3) Goa, Daman & Diu	1	—	1	—	—	1	—
Total		230	177	50	1	2	163	67
Percentage		100.0	77.0	21.7	0.4	0.9	70.9	29.1

Table 7.2
T.E.Is with Classrooms

Sl. No. States/Union Territories	No. of T.E.Is supplying information	T.E.Is with no. of classrooms			T.E.Is with adequate classrooms
		1-3	4-6	More than 6	
1. Andhra Pradesh	7	5	1	1	6
2. Assam	4	4	—	—	—
3. Bihar	4	4	—	—	1
4. Gujarat	24	22	2	—	23
5. Haryana	4	1	2	1	3
6. Himachal Pradesh	1	1	—	—	1
7. Jammu & Kashmir	1	1	—	—	—
8. Kerala	18	18	—	—	13
9. Karnataka	20	15	4	1	16
10. Madhya Pradesh	10	6	2	2	8
11. Maharashtra	41	37	4	—	35
12. Orissa	6	5	—	1	3
13. Punjab	11	2	8	1	8
14. Rajasthan	11	7	3	1	10
15. Tamil Nadu	16	14	2	—	13
16. Tripura	1	1	—	—	1
17. Uttar Pradesh	31	26	4	1	20
18. West Bengal	20	15	5	—	12
19. Union Territories					
(1) Chandigarh	1	1	1	—	—
(2) Delhi	1	—	1	—	1
(3) Goa, Daman & Diu	1	1	—	—	1
Total	233	185	39	9	175
Percentage	100.0	79.4	16.7	3.9	75.1

Table 7.3
T.E.Is with Subject Rooms

Sl. No.	States/Union Territories	No. of T.E.Is supplying information	T.E.Is with no. of subject rooms				T.E.Is with adequate subject rooms
			Nil	1-4	5-8	More than 8	
1.	Andhra Pradesh	7	3	4	—	—	4
2.	Assam	4	1	3	—	—	2
3.	Bihar	4	3	1	—	—	—
4.	Gujarat	24	7	9	7	1	17
5.	Haryana	4	1	3	—	—	2
6.	Himachal Pradesh	1	1	—	—	—	—
7.	Jammu & Kashmir	1	—	—	1	—	—
8.	Kerala	18	5	10	3	—	9
9.	Karnataka	20	3	12	3	2	14
10.	Madhya Pradesh	10	2	4	3	1	6
11.	Maharashtra	41	10	29	1	1	27
12.	Orissa	6	2	3	—	1	2
13.	Punjab	11	3	7	1	—	4
14.	Rajasthan	11	—	4	3	4	9
15.	Rajasthan	11	—	8	4	—	11
15.	Tamil Nadu	16	4	—	—	1	1
16.	Tripura	1	—	—	—	—	—
17.	Uttar Pradesh	31	11	14	6	—	11
18.	West Bengal	20	4	13	3	—	6
19.	Union Territories						
	(1) Chandigarh	1	—	1	—	—	—
	(2) Delhi	1	—	—	1	—	1
	(3) Goa, Daman & Diu	1	—	—	1	—	1
Total		233	60	125	37	11	127
Percentage		100.0	25.8	53.6	15.9	4.7	54.5

Table 7.4
T.E.Is with Tutorial Rooms

Sl. No. States Union Territories	No. of T.E.Is supplying information	T.E.Is with no. of tutorial rooms				T.E Is with adequate tutorial rooms
		Nil	1-4	5-8	More than 8	
1. Andhra Pradesh	7	5	—	2	—	2
2. Assam	4	2	2	—	—	1
3. Bihar	4	4	—	—	—	—
4. Gujarat	24	8	10	5	1	16
5. Haryana	4	3	1	—	—	—
6. Himachal Pradesh	1	1	—	—	—	—
7. Jammu & Kashmir	1	1	—	—	—	—
8. Kerala	18	13	5	—	—	—
9. Karnataka	20	6	11	1	2	4
10. Madhya Pradesh	10	7	2	1	—	10
11. Maharashtra	41	32	9	—	—	2
12. Orissa	6	3	3	—	—	9
13. Punjab	11	10	1	—	—	1
14. Rajasthan	11	8	3	—	—	1
15. Tamil Nadu	16	9	6	1	—	3
16. Tripura	1	—	—	—	—	5
17. Uttar Pradesh	31	16	13	2	1	1
18. West Bengal	20	11	7	2	—	6
19. Union Territories						6
(1) Chandigarh	1	1	—	—	—	—
(2) Delhi	1	—	—	—	—	—
(3) Goa, Daman & Diu	1	1	—	—	1	1
Total	233	141	73	14	5	68
Percentage	100.0	60.5	31.3	6.0	2.1	29.2

RESEARCH AND ANALYSIS OF THE NATIONAL INDIAN UNIVERSITY OF MANAGEMENT

Table 7.5

T.E.Is with Staff rooms and Assembly Halls

Sl. No.	States/Union Territories	No. of T.E.Is supplying information	Staff room			Assembly hall		
			Provision		No provision	Provision		No provision
			Adequate	Inadequate		Adequate	Inadequate	
1.	Andhra Pradesh	7	5	2	—	4	—	3
2.	Assam	4	2	2	—	—	—	4
3.	Bihar	4	—	2	2	—	1	3
4.	Gujarat	24	17	1	6	16	1	7
5.	Haryana	4	3	1	—	2	1	1
6.	Himachal Pradesh	1	1	—	—	—	—	1
7.	Jammu & Kashmir	1	1	—	—	—	1	—
8.	Kerala	18	12	3	3	4	2	12
9.	Karnataka	20	13	1	6	8	—	12
10.	Madhya Pradesh	10	6	2	2	8	—	2
11.	Maharashtra	41	26	11	4	21	3	17
12.	Orissa	6	3	3	—	1	1	4
13.	Punjab	11	7	4	—	7	3	1
14.	Rajasthan	11	9	—	2	7	1	3
15.	Tamil Nadu	16	13	2	1	11	3	2
16.	Tripura	1	1	—	—	—	1	—
17.	Uttar Pradesh	31	16	6	9	11	4	16
18.	West Bengal	20	11	7	2	10	1	9
19.	Union Territories							
	(1) Chandigarh	1	—	1	—	—	1	—
	(2) Delhi	1	1	—	—	1	—	—
	(3) Goa, Daman & Diu	1	1	—	—	—	1	—
Total		233	148	48	37	111	25	97
Percentage		100.0	63.5	20.6	15.9	47.6	10.7	41.6

Table 7.6

T.E.Is with Men's and Women's Common Rooms

Sl. No.	States / Union Territories	No. of T.E.Is supplying information	Men's Common Room		Women's Common Room			
			Provision	No Provision	Provision	No Provision		
			adequate	Inadequate	adequate	Inadequate		
1.	Andhra Pradesh	7	—	—	7	3	2	2
2.	Assam	4	2	1	1	2	2	—
3.	Bihar	4	—	—	4	1	1	2
4.	Gujarat	24	8	1	15	12	—	12
5.	Haryana	4	2	1	1	2	2	—
6.	Himachal Pradesh	1	—	—	1	—	—	1
7.	Jammu & Kashmir	1	—	—	1	—	—	1
8.	Kerala	18	5	2	11	9	3	6
9.	Karnataka	20	8	2	10	15	3	2
10.	Madhya Pradesh	10	2	2	6	5	2	3
11.	Maharashtra	41	9	5	27	22	6	13
12.	Orissa	6	1	3	2	1	5	—
13.	Punjab	11	3	—	8	6	1	4
14.	Rajasthan	11	2	—	9	6	2	3
15.	Tamil Nadu	16	2	—	14	5	2	9
16.	Tripura	1	—	1	—	—	1	—
17.	Uttar Pradesh	31	3	6	22	11	7	13
18.	West Bengal	20	7	5	8	7	9	10
19.	Union Territories							
	(1) Chandigarh	1	—	—	1	—	—	1
	(2) Delhi	1	1	—	—	1	—	—
	(3) Goa, Daman & Diu	1	1	—	—	1	—	—
Total		233	56	29	148	109	42	82
Percentage		100.0	24.0	12.4	63.5	46.8	18.0	85.2

Table 7.7
T.E.Is with Store room, Canteen and Staff Quarters

Sl. No.	States/Union Territories	No. of T.E.Is supplying information	Store Room		Canteen		Staff Quarters	
			Available	Not Available	Available	Not Available	Available	Not Available
1.	Andhra Pradesh	7	6	1	5	2	1	6
2.	Assam	4	2	2	3	1	1	3
3.	Bihar	4	2	2	1	3	3	1
4.	Gujarat	24	15	9	6	18	11	13
5.	Haryana	4	3	1	4	—	2	2
6.	Himachal Pradesh	1	—	1	1	—	1	—
7.	Jammu & Kashmir	1	1	—	1	—	—	1
8.	Kerala	18	6	12	1	17	2	16
9.	Karnataka	20	9	11	5	15	3	17
10.	Madhya Pradesh	10	7	3	5	5	5	5
11.	Maharashtra	41	21	20	14	27	13	28
12.	Orissa	6	4	2	1	5	4	2
13.	Punjab	11	9	2	10	1	3	8
14.	Rajasthan	11	10	1	6	5	8	3
15.	Tamil Nadu	16	6	10	2	14	6	10
16.	Tripura	1	1	—	—	1	1	—
17.	Uttar Pradesh	31	24	7	11	20	8	23
18.	West Bengal	20	11	9	10	10	4	16
19.	Union Territories							
	(1) Chandigarh	1	1	—	1	—	1	—
	(2) Delhi	1	1	—	1	—	1	—
	(3) Goa, Daman & Diu.	1	1	—	1	—	1	—
Total		233	140	93	89	144	79	154
Percentage		100.0	60.1	39.9	38.2	61.8	33.9	66.1

Table 7.8

T.E.Is with Library and Reading Rooms

Sl. No.	States/Union Territories	No. of T.E.Is supplying information	Library		Reading rooms		No Provision
			Adequate	Inadequate	Provision		
					Adequate	Inadequate	
1	Andhra Pradesh	7	6	1	4	—	3
2.	Assam	4	1	3	2	2	—
3.	Bihar	4	1	3	—	1	3
4.	Gujarat	24	20	4	19	2	3
5.	Haryana	4	3	1	2	1	1
6.	Himachal Pradesh	1	1	—	—	—	1
7.	Jammu & Kashmir	1	1	—	—	1	—
8.	Kerala	18	13	5	8	6	4
9.	Karnataka	20	17	3	16	—	4
10.	Madhya Pradesh	10	7	3	8	1	1
11.	Maharashtra	41	28	13	18	14	9
12.	Orissa	6	2	4	1	4	1
13.	Punjab	11	5	6	4	5	2
14.	Rajasthan	11	9	2	6	2	3
15.	Tamil Nadu	16	11	5	11	3	2
16.	Tripura	1	1	—	1	—	—
17.	Uttar Pradesh	31	16	15	16	9	6
18.	West Bengal	20	12	8	7	8	5
19.	Union Territories						
	(1) Chandigarh	1	—	1	—	1	—
	(2) Delhi	1	1	—	1	—	—
	(3) Goa, Daman and Diu	1	1	—	1	—	—
	Total	233	156	77	125	60	48
	%	100.0	67.0	33.0	53.6	25.8	20.6

RESOURCES

Table 7.9

T.E.Is According to the Number of Books in the Library (111)

Sl. No.	States/Union Territories	No. of T.E.Is supplying information	Upto 2500	2501- 5000	5001- 7500	7501- 10000	10001- 12500	12501- 15000	More than 15000
1.	Andhra Pradesh	7	3	2	1	—	—	—	1
2.	Assam	4	3	—	1	—	—	—	—
3.	Bihar	2	—	1	—	1	—	—	—
4.	Gujarat	22	6	8	2	4	—	—	2
5.	Haryana	4	2	—	1	1	—	—	—
6.	Himachal Pradesh	1	—	1	—	—	—	—	—
7.	Jammu & Kashmir	1	—	—	1	—	—	—	—
8.	Kerala	15	2	5	7	1	—	—	—
9.	Karnataka	18	5	6	2	2	1	1	1
10.	Madhya Pradesh	9	2	—	—	2	—	—	—
11.	Maharashtra	38	14	15	5	—	2	1	1
12.	Orissa	6	2	1	1	1	—	—	1
13.	Punjab	11	3	4	1	1	—	1	1
14.	Rajasthan	11	2	3	2	—	1	2	1
15.	Tamil Nadu	17	5	2	6	1	1	—	2
16.	Tripura	1	—	—	—	—	—	—	1
17.	Uttar Pradesh	23	12	5	1	3	—	—	2
18.	West Bengal	18	10	4	1	2	—	—	1
19.	Union Territories								
	(1) Chandigarh	1	—	—	—	—	—	—	1
	(2) Delhi	1	—	—	—	—	—	—	—
	(3) Goa, Daman & Diu	1	—	1	—	—	—	—	—
	Total	211	71	58	32	19	6	7	18
	%	100.0	33.6	27.5	15.2	9.0	2.8	3.3	8.5

Table 7.10
T.E.Is with Different Types of Science Laboratories

Sl. No.	States/Union Territories	No. of T.E.Is supplying information	Biology laboratory		Chemistry laboratory		Physics laboratory		General Science (combined laboratories)		
			Provision	Ade-quate	Provision	Ade-quate	Provision	Ade-quate	Provision	Ade-quate	No Provision
1.	Andhra Pradesh	8	2	1	3	3	2	2	4	4	4
2.	Assam	4	—	1	—	—	—	—	—	—	—
3.	Bihar	4	—	1	3	3	—	—	—	—	—
4.	Gujarat	24	2	1	21	2	2	2	10	6	8
5.	Haryana	4	—	—	4	—	—	—	2	2	—
6.	Himachal Pradesh	1	—	—	1	—	—	—	1	1	—
7.	Jammu & Kashmir	1	—	—	1	—	—	—	—	—	—
8.	Kerala	18	3	1	14	2	4	4	1	1	—
9.	Karnataka	20	2	2	16	2	1	1	2	2	13
10.	Madhya Pradesh	11	2	1	8	3	3	3	5	4	11
11.	Maharashtra	41	1	1	39	1	1	1	5	3	3
12.	Orissa	6	1	—	5	1	1	1	14	5	22
13.	Punjab	11	1	—	10	1	1	1	1	2	3
14.	Rajasthan	11	3	—	8	3	3	3	4	4	3
15.	Tamil Nadu	16	6	1	9	3	4	4	2	3	6
16.	Tripura	1	—	—	1	—	—	—	5	4	7
17.	Uttar Pradesh	32	8	1	23	7	7	7	—	—	1
18.	West Bengal	20	3	1	16	4	4	4	8	3	21
19.	Union Territories								1	4	15
	(1) Chandigarh	1	—	—	—	—	—	—	—	—	—
	(2) Delhi	1	—	—	1	—	—	—	1	1	—
	(3) Goa, Daman & Diu	1	1	—	—	1	1	1	—	—	1
Total		236	35	11	190	33	16	33	67	49	120
		100.0	14.8	4.7	80.5	14.0	6.8	14.0	28.4	20.8	50.8

Table 7.12
T.E.Is with Different Types of Craft Workshops

Sl. No.	States/Union Territories	No. of T.E.s supplying information	Carpentry & Wood work			Spinning & Weaving			Claymodelling			Leather			Metal			Agriculture			Tailoring			General Art & Craft/Workshop		
			Provision	No	Ade-quate	Provision	No	Ade-quate	Provision	No	Ade-quate	Provision	No	Ade-quate	Provision	No	Ade-quate	Provision	No	Ade-quate	Provision	No	Ade-quate	Provision	No	Ade-quate
1.	Andhra Pradesh	7	3	—	4	1	—	6	—	7	—	7	1	—	6	—	7	—	7	—	7	2	—	5	—	
2.	Assam	4	—	—	4	—	—	4	—	4	—	4	—	—	4	—	4	—	4	—	4	—	4	—	4	
3.	Bihar	4	1	2	1	1	2	1	—	4	—	4	—	—	4	—	4	—	4	—	4	1	1	2	—	
4.	Gujarat	24	3	—	21	3	—	21	—	24	—	24	—	—	24	1	23	—	24	—	24	4	1	19	—	
5.	Haryana	4	—	—	4	—	—	4	—	4	—	4	3	—	4	—	4	—	4	—	4	1	—	3	—	
6.	Himachal Pradesh	1	1	—	—	1	—	—	—	1	—	1	—	—	1	—	1	—	1	—	1	—	—	1	—	
7.	Jammu & Kashmir	1	1	—	—	1	—	—	—	1	—	1	—	—	1	—	1	—	1	—	1	—	—	1	—	
8.	Kerala	18	—	—	18	—	—	18	—	18	—	18	—	—	18	—	18	—	18	—	18	1	—	17	—	
9.	Karnataka	20	1	1	18	—	—	20	—	20	—	20	1	—	19	—	20	—	20	—	20	—	—	20	—	
10.	Madhya Pradesh	10	2	2	6	3	1	6	—	10	—	10	—	—	10	2	8	4	—	—	6	2	—	8	—	
11.	Maharashtra	41	—	—	41	1	—	40	—	41	—	41	—	—	41	—	41	—	41	—	41	2	3	36	—	
12.	Orissa	6	4	2	—	1	—	5	—	6	—	6	1	—	5	—	6	3	1	2	1	—	5	—		
13.	Punjab	11	2	—	9	1	—	10	—	11	3	—	8	—	11	1	10	—	11	3	2	19	—	19	—	
14.	Rajasthan	11	3	1	7	3	1	7	2	8	—	11	1	—	10	—	11	—	11	—	11	1	—	10	—	
15.	Tamil Nadu	16	2	—	14	—	—	16	—	16	—	16	—	—	16	—	16	—	16	—	16	3	—	13	—	
16.	Tripura	1	—	—	1	—	—	1	—	1	—	1	—	—	1	—	1	—	1	—	1	—	—	1	—	
17.	Uttar Pradesh	31	2	—	29	2	—	29	—	31	—	31	—	—	30	2	29	1	—	30	4	1	26	—		
18.	West Bengal	20	3	—	17	1	1	18	1	19	—	20	1	—	19	—	20	—	20	—	20	1	3	16	—	
19.	Union Territories																									
	(1) Chandigarh	1	1	—	—	1	—	—	—	1	1	—	—	—	1	1	—	—	—	—	1	—	—	1	—	
	(2) Delhi	1	1	—	—	—	—	1	1	—	—	1	1	—	—	—	1	—	—	1	—	—	—	1	—	
	(3) Goa, Daman & Diu	1	—	—	1	—	—	1	—	1	—	1	—	—	1	—	1	—	1	—	1	—	—	1	—	
	Total	233	30	8	195	20	5	208	4	1	228	7	—	226	7	1	225	8	1	224	8	1	224	26	11	196
	%	100.0	12.9	3.4	83.7	8.6	2.1	89.3	1.7	0.4	97.9	3.0	—	97.0	3.0	0.4	96.6	3.4	0.4	96.1	3.4	0.4	96.1	11.2	4.7	84.1

Table 7.13
T.E.Is With Audio-Visual Equipments
(Multiple responses)

Sl. No.	States/Union Territories	No. of TEIs supplying information	Separate A. V. Room	Epiliascope	Film Projector	Film Strip Projector	Still Projector	Slide Projector	Micro Projector	Overhead Projector	Record Player	Tape Recorder	Radio	Gramophone	Public Address Equipment	Lingophone	Magic lantern	Camera	Radiogram	Microscope
1.	Andhra Pradesh	8	6	5	7	4	—	1	—	—	4	4	2	1	4	1	2	2	—	—
2.	Assam	4	—	—	3	1	—	—	—	—	1	—	2	—	—	—	—	—	1	—
3.	Bihar	4	—	1	2	—	—	1	—	—	—	1	—	1	—	1	—	—	—	—
4.	Gujarat	24	12	14	20	18	—	2	6	3	11	17	7	7	3	2	—	1	—	4
5.	Haryana	4	4	2	1	3	—	1	—	—	3	3	2	1	—	1	—	—	—	—
6.	Himachal Pradesh	1	1	1	1	—	—	—	1	—	1	1	—	—	—	—	—	—	—	—
7.	Jammu & Kashmir	1	1	—	1	—	—	1	—	—	—	1	—	—	—	—	—	1	—	—
8.	Kerala	18	6	10	13	8	1	2	1	—	11	13	9	4	3	1	—	—	—	—
9.	Karnataka	20	6	14	15	11	—	1	1	1	6	7	—	6	4	—	1	2	1	2
10.	Madhya Pradesh	11	7	6	8	5	—	4	2	1	2	6	7	4	5	1	1	3	—	—
11.	Maharashtra	41	8	15	23	16	4	3	4	—	14	23	12	9	1	1	—	—	2	1
12.	Orissa	6	3	2	3	4	—	2	2	1	5	3	1	—	—	—	—	—	—	—
13.	Punjab	11	6	1	7	4	2	—	—	1	5	5	2	1	—	—	—	—	—	—
14.	Rajasthan	11	7	4	7	5	—	4	1	1	3	8	2	7	4	2	—	1	—	—
15.	Tamil Nadu	16	8	11	15	16	1	—	3	—	14	16	11	3	3	—	—	1	—	—
16.	Tripura	1	1	—	1	—	—	—	—	—	—	1	—	—	1	—	—	—	—	—
17.	Uttar Pradesh	32	7	4	12	5	—	—	—	—	6	6	1	5	1	1	—	1	—	1
18.	West Bengal	20	4	3	8	2	—	3	1	—	10	7	5	6	1	1	—	—	—	—
19.	Union Territories	1	1	—	—	—	—	—	1	—	1	1	—	1	1	—	—	—	—	—
	(1) Chandigarh	1	1	—	1	—	—	—	—	1	1	1	—	—	1	—	—	—	—	—
	(2) Delhi	1	1	1	1	1	—	—	—	1	1	1	—	—	1	—	—	—	—	—
	(3) Goa, Daman & Diu	1	—	—	—	—	—	1	1	—	1	—	—	—	—	—	—	—	—	—
Total		236	79	94	150	103	8	26	24	8	99	124	64	57	33	12	4	12	4	8

Table 7.14

Number of Male, Female, Full-time and Part-time Teacher Educators
in T.E.Is (1970-71)

Sl. No.	States/Union Territories	No. of T.E.Is supplying information	Total teacher educators*	Male	Female	Full time	Part time
1.	Andhra Pradesh	6	90	74	16	89	1
2.	Assam	5	44	40	4	31	13
3.	Bihar	4	41	40	1	41	—
4.	Gujarat	22	228	191	37	208	20
5.	Haryana	3	35	21	14	35	—
6.	Himachal Pradesh	1	19	14	5	19	—
7.	Jammu & Kashmir	1	21	16	5	21	—
8.	Kerala	18	142	98	44	142	—
9.	Karnataka	15	144	125	19	139	5
10.	Madhya Pradesh	11	148	116	32	146	2
11.	Maharashtra	39	482	342	140	458	24
12.	Orissa	5	44	40	4	44	—
13.	Punjab	12	146	98	48	142	4
14.	Rajasthan	10	162	125	37	154	8
15.	Tamil Nadu	16	154	60	94	145	9
16.	Tripura	1	11	11	—	11	—
17.	Uttar Pradesh	28	281	201	80	263	18
18.	West Bengal	19	199	160	39	142	57
19.	Union Territories						
1.	Chandigarh	1	16	12	4	16	—
2.	Delhi	1	27	20	7	27	—
3.	Goa, Daman & Diu	1	12	6	6	11	1
	Total	219	2446	1810	636	2284	162
	%		100.0	74.0	26.0	93.4	6.6

* Excludes staff of Regional Colleges of Education

Table 7.24

Per Capita Expenditure (Recurring) of I.E.s. Offering B. Ed. and M. Ed. During 1968-69, 1969-70 and 1970-71

Sl. No.	States/Union Territories	1968-69			1969-70			1970-71		
		Total enrolment	Total expenditure	Per capita	Total enrolment	Total expenditure	Per capita	Total enrolment	Total expenditure	Per capita
1.	Gujarat	476 (4)	3,84,930	809	700 (6)	5,58,352	798	759 (6)	6,56,626	865
2.	Karnataka	200 (1)	1,24,961	625	181 (1)	1,39,510	771	201 (1)	1,72,836	860
3.	Madhya Pradesh	446 (8)	6,68,410	1499	524 (3)	7,38,040	1408	455 (3)	8,02,094	1763
4.	Maharashtra	1221 (8)	10,58,067	867	1540 (9)	13,93,449	905	2396 (13)	21,77,067	909
5.	Orissa	170 (1)	1,04,284	613	170 (1)	1,01,441	597	170 (1)	1,27,191	748
6.	Punjab	225 (1)	2,65,834	1181	772 (3)	5,28,349	684	632 (3)	5,65,209	894
7.	Rajasthan	99 (1)	1,06,376	1075	95 (1)	1,19,633	1259	254 (2)	3,70,850	1460
8.	Tamil Nadu	737 (5)	5,15,317	699	893 (5)	5,55,501	622	794 (5)	6,13,214	772
9.	Uttar Pradesh	241 (1)	1,15,111	478	210 (1)	1,35,127	643	250 (1)	1,41,493	566
10.	West Bengal	373 (2)	4,07,691	1093	368 (2)	4,13,905	1125	372 (2)	4,25,245	1143
11.	Delhi (U.T.)	N. A.	N. A.		N. A.	N. A.		196 (1)	3,17,036	1618
Total		4188 (27)	37,50,981	896	5453 (32)	46,83,307	859	6479 (38)	63,68,861	983

Notes : (1) The T.E.s providing information on recurring expenditure in the States of A.P., Assam, Bihar, Haryana, H.P., J. & K., Kerala and U. Ts. of Chandigarh and Goa, Daman & Diu. (Table 7.22) do not come under this category offering B. Ed. and M. Ed.

(2) The figures within parenthesis refer to the number of T.E.s. supplying information.

Summary of Findings

- 1.1 The survey questionnaire was mailed to all the 381 T.E.Is at the secondary level that existed in the country on 1st April 1971. Finally the data could be collected from 259 institutions (Appendix A). Most of these institutions run B. Ed./B.T. Courses and prepare general Graduate Teachers for secondary schools. Some of the institutions conduct M.Ed./M.A. (Ed) courses and/or B.Ed. courses. Some offer Ph. D. programme as well.
- 2.1 As many as 162 (42.5%) additional T.E.Is came into existence during the period 1963 to 1971. 219 T.E.Is existed up to 1962. Out of 162 T.E.Is, 108 T.E.Is came into being during the period 1966 to 1971 (2.1)*.
- 2.2 Out of 259 T.E.Is which supplied the information, 199 (76.8%) were set up as independent institutions and 63 (24.3%) as the Departments of Universities or Departments of Post-graduate Colleges. However, presently 201 (77.6%) T.E.Is are functioning as independent institutions and 58 (22.4%) as Sections or Departments of Post-graduate Colleges and Universities (2.2 and 2.3).
- 2.3 Almost 70.6% of the T.E.Is are residential or partly residential while only 29.7% are non-residential ones (2.4), 83% of T.E.Is are coeducational, while 5.4% and 11.5% are exclusively for men or women alone (2.5). Majority of T.E.Is (63%) are privately managed (aided or unaided). 27.4% are government owned. Only 8.1% T.E.Is are run by universities (2.6).
- 2.4 In the States of Haryana, Maharashtra, Punjab, Rajasthan and Tamil Nadu, etc., 88 T.E.Is have the managements which also run 68 T.E.Is at the elementary level and 15 institutions for the training of special categories of teachers (2.8).
- 2.5 Regarding the clusters of T.E.Is at various locations, 42 clusters exist in the range of 2 to 11 T.E.Is, of which location Calcutta has the biggest cluster of 11 T.E.Is followed by a cluster of 8 T.E.Is in Bombay, 7 T.E.Is in Madras and Ahmedabad and 5 T.E.Is in Lucknow (2.9 and 2.10).
- 2.6 243 T.E.Is are either set up by or affiliated to 58 universities, 16 T.E.Is are run by the States Education Departments in Gujarat, Kerala and Uttar Pradesh. Out of 58 universities, 57 are fullfledged universities controlling 242 T.E.Is. One T.E.I. is controlled by a Deemed to be University (2.11, 2.12).
- 2.7 Three types of courses exist in the country. These are: (i) Graduate level (B.Ed./B.T. or L.T.), (ii) Postgraduate level (M.Ed./M.A. in Education and (iii) Pre-doctoral (M. Phil, M. Lit), Doctoral (Ph.D. or D. Phil) and Post-doctoral (D. Lit) programmes in Education. 166 T.E.Is offer only B.Ed./B.T. whereas 40 T.E.Is run both B.Ed. and M.Ed. courses. 53 T.E.Is offer other courses like Diploma in Education/Teaching, M. Phil, Ph. D. and D. Lit in addition to B.Ed./B.T. (2.13).
- 2.8 28 T.E.Is from the States of Bihar, Gujarat, Haryana etc. also offer Diploma in Education Teaching at elementary level in addition to B.Ed., M.Ed. and Ph.D. courses (2.14).
- 2.9 Out of 58 universities, 29 universities have either their own Departments or Colleges of Education directly under their control, 50% universities have only academic control over the T.E.Is and are the examining bodies. The Departments/Colleges owned by universities generally offer M.Ed. and M.Phil/Ph.D./D.Lit. Courses (2.15, 2.16).

*Figures within parenthesis when they do not refer to percentages refer to the relevant table numbers.

2.10 Out of 254 T.E.Is, 250 offer full-time B.Ed. (one year), 4 T.E.Is offer 4 years' integrated regular B.Ed. & B.Ed. (correspondence). Out of 83 T.E.Is, 49 offer regular M.Ed., 34 T.E.Is full-time and/or part-time M.Ed. These T.E.Is exist in the States of Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu and the Union Territory of Delhi. 36 T.E.Is provide facilities for doctoral and post-doctoral work in education (2.17 and 2.18).

2.11 Majority of T.E.Is admit students for the B.Ed. course on the basis of a graduate degree and interview. Teaching experience (especially for untrained teachers), performance on admission tests are also considered for admission to B.Ed. by some of the T.E.Is (2.19).

Most of the T.E.Is admit students for M.Ed. and Ph.D. on the basis of minimum qualification, teaching experience, performance on admission tests and interview (2.20).

2.12 Only 93 T.E.Is out of 259 have facilities for in-service education of teachers. They have Extension Services Departments/Units (2.21).

3.1 It is revealed that the average enrolment of B.Ed. students per institution increased from 1968-69 to 1970-71 as it was 128.8 in 1968-69, 134.1 in 1969-70 and 137.1 in 1970-71 (3.1, 3.2, 3.3).

3.2 The rate of drop-out of B.Ed. students increased by 6.5% from 1968-69 to 1969-70 and 6.1% from 1969-70 to 1970-71 (3.4, 3.5, 3.6).

3.3 Pass percentage of B.Ed. students showed a slight decline from 1968-69 to 1970-71 as it was 91.4% in 1968-69, 90.7% in 1969-70 and 90.0% in 1970-71 (3.7, 3.8, 3.9).

3.4 It is found that about 43% to 47% of the B Ed. students admitted to the T.E.Is were freshers, about 13% to 16% of the admitted students were deputed by both the State governments and schools and 23% to 25% of the admitted students were experienced teachers (3.10, 3.11, 3.12).

3.5 It is revealed that post-graduates admitted to the B.Ed. course in 1969-70 had obtained comparati-

vely better divisions than those who were admitted in 1968-69. Graduates admitted in 1969-70 had comparatively better divisions in their degree examinations than those admitted in 1968-69. Again graduates admitted in 1970-71 had better divisions than those admitted in 1969-70 (3.19, 3.20, 3.21).

3.6 The percentage of students admitted over the age of 35 years increased from 8.84% in 1968-69, 9.6% in 1969-70 to 10.5% in 1970-71. The percentage of admitted students in the ages between 20 to 35 years increased in 1969-70 but decreased in 1970-71. The percentage of admitted students in this age-group increased from 76.6% in 1968-69 to 83.8 in 1969-70 but it dwindled to 81.6% in 1970-71. The percentage of admitted students below the age of 20 years decreased from 14.6% in 1968-69 to 6.5% in 1969-70 but increased to 7.9% in 1970-71 (3.22, 3.23, 3.24).

3.7 The average enrolment of M.Ed. students per college increased from 11.2 in 1968-69, 11.6 in 1969-70, to 13.5 in 1970-71 (3.25, 3.26, 3.27).

3.8 The average rate of drop-out of M.Ed. students increased from 8.6% in 1968-69 to 9.0% in 1969-70 but declined to 6.5% in 1970-71 (3.28, 3.29, 3.30).

4.1 English as medium of instruction is used in 147 (56.8%) T.E.Is and as a medium of examination in 186 (71.8%) T.E.Is whereas 70 (27.0%) and 84 (32.4%) TEIs have Hindi as the medium of instruction and examination respectively. Eight of the regional languages are also used for the purpose of examination or instruction in some of the T.E.Is (4.1).

4.2 107 (48.2%) T.E.Is begin their session during June while 92 (41.4%) do so in July.

4.3 Generally there are four patterns under which the academic session is divided by different T.E.Is. 42 (18.8%) T.E.Is do not divide the academic year into various sessions, 110 (49.3%) T.E.Is have two terms, while 68 (30.5%) have three terms in an academic year. Only three institutions have four sessions in an academic year (4.2).

- 4.4 A large majority of T.E.Is (168, 80.4%) have six-day week as against 29 (13.9%) T.E.Is that have five-day week and 12 (5.7%) that have five-and-a-half-day week (4.4).
- 4.5 The number of periods in a working-day varies from 4 to 12. The largest number of T.E.Is (56, 27.0%) have seven periods, followed by 50 (24.2%) having six periods and 41 (19.8%) T.E.Is having five periods daily on an average. 35 T.E.Is have 8 periods while only 20 T.E.Is have four periods daily. The average number of periods between 9 to 12 is in vogue in 5 T.E.Is only. The duration of teaching periods varies from 30 minutes to 60 minutes, 30 being in only one institution (of Maharashtra) and 60 in 28 (12.0%) T.E.Is. The average in this respect is 45.6 (4.5 and 4.6).
- 4.6 Out of 228 T.E.Is which reported regarding the number of periods they have per week for theory papers, 58 (25.4%) have 19 to 24 periods followed by 49 (21.5%) and 44 (19.3%) T.E.Is that spend 25 to 30 and upto 12 periods respectively. 13 to 18 periods are devoted in 28 (12.3%) T.E.Is and 31 to 36 periods in 24 (10.5%) T.E.Is. 99 T.E.Is reported that they devote one to four periods per week to practical work related to theory papers. 113 T.E.Is spend one to 20 periods on an average to practice teaching per week (4.7 to 4.9).
- 4.7 Five compulsory papers are prescribed by most of the universities. However, the common range is between four to six compulsory papers. Principles of Education/Principles of Basic Education/Philosophical and Sociological Bases of Education and Educational Psychology find a place in all the responding universities. Other popular papers are Current Problems of Education, History of Education and School Organisation and Administration (4.11).
- 4.8 Student-teachers in most of the universities are required to offer two method papers. Provision of teaching of English, mathematics and science exists in almost all the responding universities. Hindi as a teaching subject is most popular among Indian languages (4.11).
- 4.9 Study of a special field is treated either as a complete paper or as a part of a paper. Papers on Educational and Vocational Guidance, Educational Measurement Mental Measurement/Educational Evaluation, Audio-Visual Education and School Library Organisation are offered by many universities (4.11).
- 4.10 112 (48.9%) T.E.Is out of 229 give general orientation to student-teachers in the teacher education programme before commencing teaching of theory papers (4.12). Lectures, initiation to the college itself, visits, discussions, debates, tutorials etc. form the programme of general orientation.
- 4.11 Among the methods and techniques of teaching, lecture method is the most popular method in 218 colleges followed by assignment method in 181, tutorials in 159 and seminars, symposia and discussion in 157 T.E.Is whereas supervised self-study and team teaching are common in 75 and 35 T.E.Is, respectively (4.14).
- 4.12 Tutorials are arranged in two ways : i) by single teacher and ii) under a rotating system. The former method is common in 123 (66.5%) T.E.Is while 62 (33.5%) prefer the rotating system. Both the patterns are adopted in almost all the States. The range of students per tutorial is 4 to 35. 109 T.E.Is organise tutorials weekly, 18 fortnightly, and 15 bi-weekly (4.15, 4.16, 4.17).
- 5.1 The number of subjects which each trainee practices during student-teaching programme varies from one to three. Students practise two subjects in 220 T.E.Is, one subject in 21 T.E.Is and three subjects in only 12 T.E.Is (5.1).
- 5.2 The practice of deciding the number of lessons for each subject separately is common in all the responding States and U.Ts while some institutions in Gujarat, Madhya Pradesh, Karnataka, Orissa, Rajasthan, Uttar Pradesh, and West Bengal have fixed the total number of lessons to be taught by student-teachers in all the teaching subjects. This ranges from 40 in the first four States to 60 in the last two States (5.2).
- 5.3 A teaching subject is treated as equal to one paper in 98(59.8%) T.E.Is while it is treated equal to a half paper in 57(34.7%) T.E.Is. Only 9(5.5%) T.E.Is treat it equal to one-third of a paper (5.3).

- 5.4 Block-teaching practice is a popular pattern of teaching and is followed by 102 T.E.Is. Intermitent teaching or stray lessons are common to 54 T.E.Is whereas continuous practice teaching and internship are in vogue in 44 and 38 T.E.Is respectively (5.4).
- 5.5 Out of 204 T.E.Is 132 (64.7%) have practice teaching on full days while 72 (35.3%) have it on half-days (5.5).
- 5.6 Out of 107 T.E.Is 93(86.9%) have each one attached demonstration school while 14(13.1%) have each two attached demonstration schools. The former practice is prevalent in all the responding States and Union Territories of Chandigarh and Delhi. Very few T.E.Is in 10 States (Andhra Pradesh, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Punjab, Rajasthan, Uttar Pradesh, and West Bengal) have two demonstration schools (5.6).
- 5.7 179 T.E.Is have 1908 practising schools. The largest number of T.E.Is (37) having practising schools are in Maharashtra followed by 26 in Uttar Pradesh, 19 in Gujarat and 18 in West Bengal. The largest number of these schools 492 is in Maharashtra, followed by 298 in West Bengal and 274 in Gujarat (5.8).
- 5.8 Besides organising practice teaching programme in demonstration/experimental schools, practising schools and cooperating schools, they are also used for a variety of purposes such as demonstration and observation of good teaching, experimental teaching and research in teaching (5.9, 5.10, 5.11).
- 5.9 Teachers of the practice teaching schools involve themselves in the task of student-teaching programme in a variety of ways. They supervise student-teachers' teaching in the classroom, allot them teaching units, evaluate their teaching, render guidance in planning lessons as well as in actual teaching, help in maintaining discipline in the classroom, supplying teaching aids, correction of lesson notes, etc. (5.12).
- 5.10 The system of orienting school teachers in helping the T.E.Is in student-teaching programme is not very common. 53 T.E.Is organise meetings with the school teachers, 23 orient them in the task of evaluating the teaching done by the student-teachers. A few colleges orient school teachers for providing supervision and guidance in the preparation of teaching aids, lessons in methods and techniques of teaching, organise demonstration lessons for them and involve them in demonstrating lessons to student-teachers, (5.13).
- 5.11 In very few cases T.E.Is in the States of Gujarat, Haryana, Madhya Pradesh, Maharashtra, Uttar Pradesh, Tripura, Kerala, Rajasthan, West Bengal, Assam, Orissa, Punjab and Karnataka provide for incentives to school-teachers in cash or kind for seeking their co-operation in student teaching. These incentives are of various types such as reservation of seats for teachers' wards, token remuneration, monetary assistance to schools, free faculty guidance on methods and techniques, books, aids, material, etc., free access to college library, examinership and so on (5.14).
- 5.12 Problems such as lack of proper attitude, motivation and incentives, student-teachers overburdening and disturbing the school time-table, reluctance of schools for practice teaching, student-teachers' slow pace of work and their inability to complete the course, schools' lack of faith in new methods and experiments, lack of good schools and administrative control over them, lack of aids, equipments, library and laboratory facilities are among the many problems faced by some of the T.E.Is (5.15).
- 5.13 Out of 230 T.E.Is 78 send their students to rural areas for providing them teaching experience in rural schools for a block of time while 152 T.E.Is provide teaching experience to their students in urban areas (5.16).
- 5.14 Considerations like nearness of schools, availability of facilities in the schools, cooperating nature of the schools, etc. are kept in view while sending student-teachers for practice teaching.
- 5.15 As many as 227 T.E.Is give their students time varying from 3 days to 16 weeks for preparation before they go to different schools for practice teaching. Besides organising demonstration lessons for them, they are asked to observe a few lessons, take stock of teaching aids and other teaching materials available in the school, prepare

teaching aids, acquaint themselves with the lesson plans of old students, rehearse their teaching units, practise maintenance of school records, registers, study syllabus, learn basic principles and methods of teaching etc. (5.17, 5.18).

- 5.16 223 T.E.Is have made provision for observation of fellow trainees' lessons, the number of which varies with different institutions. 47 T.E.Is have prescribed this number between 10 to 12, 32 have fixed it between 4 to 6, 12 have it between 1 to 3 while another 22 have it as 15. Trainees are also required to observe some lessons of class-teachers. 28 T.E.Is make it obligatory for their student-teachers to observe one to three lessons of class-teachers whereas in 23 T.E.Is they observe four to six lessons while in 17 T.E.Is they range from 7 to 10 lessons (5.19, 5.20).
- 5.17 Student-teachers in 181 T.E.Is use a proforma for recording observations while in 43 no such proforma is used (5.21).
- 5.18 For practice of teaching a variety of demonstration lessons are given to offer adequate preparation in methods and techniques of teaching, team teaching, teaching based on objective and evaluation approaches, group approaches like seminars, symposia, discussions, workshops, supervised self-study, problematic, dramatic methods and activity methods etc.
- 5.19 Demonstration lessons are given in different types of schools such as practicing schools, cooperating schools, demonstration schools and in the college itself. Post-demonstration discussion is followed in two ways: (i) open discussion, (ii) subject group discussion (5.22, 5.23).
- 5.20 Demonstration lessons are usually given by staff members of training colleges, school teachers, M.Ed. students, old students of the T.E.Is etc. (5.24). Films as a source of demonstrating good teaching are becoming popular in a few colleges of Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Uttar Pradesh, West Bengal, Tamil Nadu, Rajasthan and the Union Territory of Delhi.
- 5.21 Criticism lessons are arranged by the colleges either in the beginning, end or during the practice teaching programme. A few T.E.Is have them

before the final examination in teaching or at any time during the session. Some colleges have fixed the number of such lessons while others have not done so.

- 5.22 In 173 colleges criticism lessons are discussed in the class while in 12 this practice is not in vogue (5.25).
- 5.23 Criticism lessons are organised for providing diagnostic and remedial measures for student-teachers' professional growth in 128 T.E.Is and for making an appraisal of their achievement in teaching in 122 T.E.Is. However, both the practices are in vogue in all the States except Jammu and Kashmir, Orissa and the Union Territories of Chandigarh and Goa, Daman and Diu. Out of 179 T.E.Is in 116 T.E.Is from all the States except Bihar and Orissa, criticism lessons are counted towards internal assessment while in the remaining this system is not favoured (5.26, 5.27).
- 5.24 Lesson plans prepared by student-teachers are approved by faculty/staff in 74 T.E.Is, by method-masters in 207, by class-teachers in 22, by tutors in 8 and by both method-masters and class-teachers in 20 (5.28).
- 5.25 Herbartian steps are encouraged for lesson planning in 155 T.E.Is, objective-based and evaluation approach in 135, activity/project method in 74 and matter and method in 63 T.E.Is. All the approaches are followed in all the States and Union Territories except Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa, Tripura and the Union Territories of Chandigarh and Delhi (5.30).
- 5.26 Supervision of lessons for the full period is done in 152 T.E.Is while in 81 it is only partly done. Both the practices are common in Assam, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh, & West Bengal. Supervisors in 112 T.E.Is supervise lessons in their own subject while in 150 T.E.Is they supervise lessons of all subjects. Both the practices are prevalent in all the States except in Himachal Pradesh, Jammu & Kashmir, and Orissa (5.31).

- 5.27 Teacher educators of 17 T.E.Is in Gujarat, Haryana, Kerala, Madhya Pradesh, Karnataka, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh take regular classes in schools to provide remedial teaching, experimentation on methods and techniques, demonstration of new techniques and methods, etc.
- 5.28 Research experience is given to student-teachers in nearly 111 institutions in all the States and Union Territories except Bihar, Haryana, Himachal Pradesh, Punjab, Chandigarh and Goa, Daman and Diu.
- 5.29 Among co-curricular activities, organisation of literary activities—speeches, declamations, debates, workshops, seminars, guest lectures, educational talks, etc; artistic and cultural activities—songs and musical concerts, painting, drawing, dramatics, role-playing, fancy dress shows, community dinners, cooperative hostel life, activities relating to religious and moral education, etc.; educational tours, picnics, excursions, etc; social service—mass education, social education, night schools, etc; physical education—games and sports; national/regional/local international days and festivals are very popular.
- 5.30 A number of organisations/societies/bodies such as students' club, hobby centres, dramatic clubs, subject clubs, etc. exist in the T.E.Is to offer academic, professional and general development and growth of the individual student-teacher in a cooperative endeavour.
- 5.31 116 T.E.Is in all the States except Himachal Pradesh bring out college magazines or newsletters containing articles by student-teachers on general education, essays, stories, poems etc. Some of these are oriented towards the professional growth of teachers.
- 5.32 13 colleges in Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Rajasthan, Uttar Pradesh, West Bengal and Delhi bring out research reports and publish supplementary reading materials.
- 6.1 The maximum marks allotted for the entire B.Ed. course fall in the range of 650 to 1250. The maximum marks allotted for theory, practice of teaching and practical work related to the theory papers are in the range of 400 to 750, 100 to 400 and 50 to 450 respectively, in most of the universities (6.1).
- 6.2 The assessment of theory, practice of teaching and practical work relating to theory papers is invariably both internal as well as external (6.2).
- 6.3 Internal assessment of theory papers is generally done through periodical tests, assignments and both periodical tests and assignments (6.3).
- 6.4 External examination of practice teaching is conducted in the form of a panel of examiners or a single examiner on the basis of generally two lessons. The main criteria of internal assessment used by most of T.E.Is are lesson notes, preparation and use of material aids, black board work, subject competence, adoption of proper methodology etc. Four types of procedures used by most of T.E.Is for internal assessment of the practice of teaching are in vogue: (i) Students performance on selected lessons (ii) cumulative performance during the year (iii) combination of the first and second, and (iv) average marks obtained during practice of teaching and participation in other activities.
- 6.5 Consolidation of marks of internal assessment is done by (i) discussion (ii) consolidation of marks separately submitted by the supervisors and (iii) the combination of both first and second (6.4, 6.5, 6.6).
- 6.6 Various criteria used for assessment of "additional skill" followed by T.E.Is, are the college itself doing the assessment through only principal or professor I/c or officer I/c or tutor or teacher I/c, work-report/work-book or the trainees' daily diary/various other records, tests of the material etc. (6.7).
- 6.7 Pass percentages for theory and practice of teaching range 25% to 40% and 35% to 50% and that for practical work between 40% to 50%. Aggregate of pass percentage of the entire B.Ed. course generally varies from 33% to 50% (6.8).
- 6.8 Out of 62 universities and State Education Departments, 58 universities and State Education Departments award first, second and third divisions and 4 universities award only 'Pass' and distinction.

- Besides, 24 universities out of 58 also award Distinction marks along with these three divisions. First division starts at 60%, second division is from 49% to 50% and third division from 33% to 40% in most of Universities. Distinction is fixed at 60% to 75% in 28 universities (6.9).
- 6.9 Out of 62 universities and State Education Departments, 24 (38.7%) universities declare combined results of theory and practice of teaching, 32 universities/State Education Departments announce result in theory and practice of teaching separately and 5 declare the B.Ed. result in three parts—(i) Theory, (ii) Practice of Teaching and (iii) Craft work communities activities (6.10).
- 7.1 Out of 230 T.E.Is, 177 (77%) are housed in their own buildings, 50 (21.7%) in rented buildings, one in partly-owned and partly-rented building and two are housed in rent-free buildings. 70.9% T.E.Is consider their buildings adequate for their requirements (7.1).
- 7.2 About two-third T.E.Is have adequate classrooms, 54.5% have adequate subject rooms and 29.2% have adequate tutorial rooms. Adequate staff rooms are available in 63.5% T.E.Is and adequate assembly halls in 47.6% T.E.Is. 24% T.E.Is possess adequate men's common rooms whereas 46.8% have adequate women's common rooms (7.2 to 7.6).
- 7.3 Store rooms are available in about 60% T.E.Is, Canteen in 38.2%, and staff quarters in about 34% T.E.Is (7.7).
- 7.4 About two-third of the T.E.Is consider their libraries and 53.6% their reading rooms adequate for their requirements (7.8).
- 7.5 There is a lot of variation in the total number of books in the libraries of T.E.Is. 33.6% T.E.Is have 2,500 or less than 2,500 books as against 14.7% T.E.Is having more than 10,000 books in their libraries (7.9).
- 7.6 49.2% T.E.Is have General Science/Combined laboratories for different science subjects; 19.5% have independent laboratories for Biology; 20.8% for Chemistry and 20.4% for Physics. Laboratories for Psychology are available in 48.3% T.E.Is, Home Science in 8.1% and Geography in 6.8% T.E.Is (7.10 & 7.11).
- 7.7 General art and craft workshops are available in 15.9% T.E.Is, carpentry and wood-work workshops in 16.3% and spinning and weaving workshops in 10.7% T.E.Is. Other types of workshops for metal work, agriculture, leather and tailoring are also available in a few T.E.Is (7.12).
- 7.8 Separate audio-visual rooms are available in 33.5% T.E.Is only. Among audio-visual equipments, aids like epidiascope, film projector, film strip projector, tape recorder, record player, radio, grammophone, public address equipment etc. are available in a number of T.E.Is. As many as 150 (63.6%) T.E.Is have film projector followed by 124 T.E.Is (52.5%) having tape recorder, 103 (43.6%) film-strip projector and 99(41.9%) record player (7.13).
- 7.9 Out of 246 teacher educators, 4% are male and 26.0% are female. Of these teacher educators, 93.4% are full-time and 6.6% part-time (7.14).
- 7.10 The teacher-pupil ratio in T.E.Is offering only B. Ed. or its equivalent courses is found to be 1 : 12; whereas the teacher-pupil ratio in T.E.Is having B. Ed. alongwith M. Ed. is 1 : 11 (7.15 & 7.16).
- 7.11 Out of 2,446 teacher educators, the qualifications of 2,430 are available. Of these, 5.5% are Ph. D., 34.6% M.A./M. Sc., M. Ed. and 33.3% M.A./M. Sc., B. Ed. The remaining teacher educators have other qualifications (7.17).
- 7.12 About 17.0% T.E.Is report that they face difficulty in getting properly qualified teacher educators in Science subjects, 9.6% in English and 7.3% in Mathematics (7.18).
- 7.13 Out of 230 T.E.Is, 65 (28.3%) have reported a total number of 140 vacancies. Out of which 111 (about 80%) are for full session (7.19).
- 7.14 The retirement benefits available for teaching staff are pension, provident fund, gratuity and insurance. 11.0% T.E.Is provide all the four benefits to their teaching staff whereas 26.1%

have pension, provident fund and gratuity benefits. The remaining T.E.Is have retirement benefits in other combinations including provident fund alone (7.20).

- 7.15 There is a lot of variation in the pay scales of teaching staff in between the States and within the States. Mostly the pay scales of different categories of teaching staff in the University departments/Colleges are higher than those in government and privately managed T.E.Is except in the States of Tamil Nadu and West Bengal. In Tamil Nadu the lecturers working in government and private institutions and in West Bengal the lecturers in governments institutions are given a little higher start than those in University departments/Colleges. However, the Lecturers in University departments/Colleges in both the States enjoy a higher maxi-

mum in the pay scales than their counterparts in government and private institutions (7.21).

- 7.16 It is revealed that the average recurring expenditure incurred by T.E.Is on different types of teacher education courses increased from Rs. 99,919 in 1968-69 to Rs. 1,10,939 in 1969-70 and to Rs. 1,24,140 in 1970-71 (7.22).
- 7.17 The per capita recurring expenditure of T.E.Is offering only B.Ed. or its equivalent courses is found to be Rs. 635 in 1968-69, Rs. 721 in 1969-70 and Rs. 780 in 1970-71 (7.23).
- 7.18 The per capita recurring expenditure of T.E.Is offering B.Ed. along with M.Ed. course is found to be Rs. 896 in 1968-69, Rs. 859 in 1969-70 and Rs. 983 in 1970-71 (7.24).

APPENDICES.

APPENDIX I

List of Responding Institutions

ANDHRA PRADESH

1. A.J. College of Education
Rajupeta
Machilipatnam (Distt)
Andhra Pradesh.
2. Govt. College of Education
Rajahmundry - 1
East Godavari Distt.
(A.P.)
3. Maharajah College of
Education
Vizianagram
(A.P.)
4. Govt. College of Education
Mahboobnagar
(A.P.)
5. Govt. College of Education
Nagarjunasagar
Vijayapuri North
Nalgonda Distt. (A.P.)
6. St. Ann's College of
Education
Sarojini Devi Road
Secunderabad-3 (A.P.)
7. Govt. College of Education
Lashkar Bazar
Hanamkonda
Warangal-1, (A.P.).
8. Govt. College of Education
Nellore, (A.P.)

ASSAM

9. Department of Education
Dibrugarh University
Dibrugarh
Distt. Lakhimpur, (Assam)

10. Post-Graduate Training
College
Jorhat-1
Distt. Sibsagar, (Assam)
11. Department of Education &
B.T.
Gauhati University
Jalukabari
Gauhati-14, (Assam)
12. Kokrajhar
B.T. College
Kokrajhar
Distt. Goalpara, (Assam)
13. Nowgong B.T. College,
Nowgong, (Assam)
14. Teachers Training College,
Hailakandi Road, Silchar-5
Distt. Cachar, (Assam)

BIHAR

15. Teacher Training College
B. Deoghar
Santhal Pargana
(Bihar)
16. Teachers Training College
Samastipur
(Bihar)
17. Teachers Training College
Turki, P.O. Turki
Distt. Muzaffarpore
(Bihar)
18. University Department of
Education
Patna University
Patna-4
(Bihar)

GUJARAT

19. A.G. Teachers College
Navranpura
Ahmedabad-9
(Gujarat).
20. Secondary Teacher Training
College
Ahmedabad-7
(Gujarat).
21. Vivekanand College of
Education
Raipur Darwaja
Ahmedabad-22 (Gujarat).
22. Smt. B.C.J. College of
Education
Cambay
Distt Kaira (Gujarat).
23. Vivekanand College of
Education and Law
Mehsana
Distt. Mehsana
(Gujarat).
24. Sh. Bhogilal Demodardas Shah
College of Education
Modasa, Distt. Sabarkantha
(Gujarat).
25. College of Education
Patan, Distt. Mehsana
(Gujarat).
26. Shikshan Mahavidyalaya
(Post-graduate Basic Trg.
College)
Gujarat Vidyapeeth
Ahmedabad-14 (Gujarat).
27. Hindi Shikshak Mahavidyalaya
Gujarat Vidyapith
Ahmedabad-14 (Gujarat).
28. Faculty of Education and
Psychology
Lok Manya Tilak Road,
Baroda-2 (Gujarat).
29. M.B. Patel College of
Education
Vallabh Vidyanagar
Via Anand (Gujarat).
30. College of Education
Anand, Distt. Kaira
(Gujarat).
31. Darbar Gopal Teachers
College
Aliabada, Distt. Jamnagar
(Gujarat).
32. Madhyamik Shikshana Mahavidyalaya
Bhavnagar
(Gujarat).
33. Ramba Graduate Teacher's
College
Old Raj Mahel
Porbandar
Distt. Junagarh
(Gujarat).
34. Shri Popat Lal Dhanjibhai Malviya
Graduate Teacher's College
Malviya Road
Rajkot-2 (Gujarat).
35. Shri Rang Shikshan Mahavidyalaya
Chikhli Road
Bilimoria (W. Rly)
Distt. Bulsar (Gujarat).
36. V.T. Choksi Sarvajnik
College of Education
Athwa Lines, Surat
(Gujarat).
37. S.L.U. College for Women
(Gujarat Mahila Pathshala)
Behind V.S. Hospital
Kocharab Pehio Dhall
Ellisbridge P.O.
Ahmedabad-6 (Gujarat).
38. Mahila Mahavidyalaya
(College for Women)
Sanstha Vasabat
Raopura Road
Baroda, (Gujarat).
39. Sheth C.N. Graduates Basic
Training College
Ambavadi
Ellis Bridge
Ahmedabad-6 (Gujarat).
40. Graduate Basic Training
Centre
Datar Manzil, Mangrol
District Junagarh
Via Keshod
Saurashtra (Gujarat).

41. Graduate Basic Training College
Chhatra Vilas Palace
Rajpipla, Distt. Broach
(Gujarat).
42. Snatak Buniyadi Talim Mahavidyalaya
(Graduates Basic Training College) Shetrunji Dam
Via Palitana Rly. Station
Distt. Bhavnagar
(Gujarat).
43. Graduate Basic Training College
Shatak Adhyapan Mandir
Gandhi Vidhyapeeth
Vedchhi, Distt. Surat
(Gujarat).

HARYANA

44. College of Education,
Kurukshetra
Distt. Karnal.
45. Sohan Lal College of Education
Ambala City (Haryana).
46. Bhagat Phool Singh College of Education for Women
P.O. Khanpur Kalan,
Distt. Rohtak (Haryana).
47. Rao Birender Singh College of Education
Rewari, Distt. Gurgaon
(Haryana).
48. Vaish College of Education
(Vaish Shikshak Mahavidyalya)
Rohtak (Haryana).

HIMACHAL PRADESH

49. Govt. College of Education
Dharamsala, Distt. Kangra
(H.P.)

JAMMU & KASHMIR

50. Teachers Training College
Jammu Tawi,
Jammu (J & K)

KERALA

51. Govt. Training College
(University Deptt. of Edu.)
Calicut University
Calicut (Kerala).
52. Farook Training College
Farook College P.O.
Farook (Kerala).
53. N.S.S. Training College
Ottapalam-1.
Palghat Distt. (Kerala).
54. Govt. Training College
Palace Road, Trichur-1
(Kerala).
55. Govt. Training College
Tellicherry, (Kerala).
56. N.S.S. Training College
P.O. Perunnaia,
Changanacherry-2
Kottayam District
(Kerala).
57. Mt. Carmel Training College
Kottayam-4 (Kerala).
58. St. Joseph's Training College
Mannanam; Distt, Kottayam
(Kerala).
59. Peet Memorial Training College
Mavelikara-1
Distt. Alleppey
(Kerala).
60. Sree Narayan Training College
Nedunganda, Via Kadakavur
Distt. Trivandrum
(Kerala).
61. St. Thomas Training College
Palai, District Kottayam
(Kerala).
62. N.S.S. Training College
Pandalam (Kerala).
63. Mount Tabor Training College
P.O.Pathanapuram
Distt. Quilon (Kerala).

64. Karmela Rani Trg. College
Quilon (Kerala).
65. Department of Education
University of Kerala
Thycaud, Trivandrum-14
(Kerala).
66. Govt. Training College
Trivandrum-14
(Kerala).
67. Mar Theophilus Training
College
Bethany Hills
Trivandrum-15
(Kerala).
68. Govt. Hindi Teachers
Training Institute
Ramavarampuram
Trichur (Kerala).
69. Govt. Hindi Training
Institute
Trivandrum, (Kerala).

MADHYA PRADESH

70. Govt. College of Education
Chhatarpur, (M.P.)
71. University College of
Education
Bhawarkuwa
Bombay Agra Road
Indore-1 (M.P.)
72. Govt. College of
Education
Near High Court
Station Road, Jabalpur
(M.P.)
73. Hitkarini Mahavidyalaya
Jabalpur (M.P.)
74. Hawabagh Women's College
Jabalpur (M.P.)
75. Govt. College of
Education
Shiksha Nagar
Gwalior-4 (M.P.)
76. Govt. College of Education
Raipur (M.P.)
77. Govt. College of
Education
Khandwa, Distt. East Niwar
(M.P.)

78. Army Education Corps
Training College,
Pachmarhi, Distt.
Hoshangabad, (M.P.)
79. Govt. College of Education
P.O. Tilli
Saugar (M.P.)
80. Govt. College of
Education
Dewas (M.P.)
81. Govt. College of Education
Deshera Maidan
Kothi Road
Ujjain (M.P.).

MAHARASHTRA

82. Bombay Teachers Training College
R.K. Building (6th Floor)
Kittridge Road
Cuffe Parade, Colaba
Bombay-5 (Maharashtra)
83. Chembur Comprehensive
College of Education
Near Chembur Naka
Ramakrishna Chemburkar Marg,
Chembur, (Bombay-71)
84. Gandhi Shikshan Bhawan
Gandhi Chowk
Rashtriya Shala Road
Vile Parle (West) Bombay-56. AS
(Maharashtra)
85. Hansraj Jivandas College
of Education
Samshodhan Sadan
South Avenue
Khar, Bombay-52 (AS) (Maharashtra).
86. Sadhna College of Education
(Sadhna Education Society)
Juhu Road
Opposite Lions Club Garden
Santa Cruz (West)
Bombay-54 (A) (Maharashtra)
87. Secondary Training College
3, Mahapalika Marg,
Dhobi Talao, (Bombay-1).
88. St. Xaviers Institute of
Education
40 A, New Marine Lines
Bombay-20, (Maharashtra).

89. Govt. College of Education
Ambagogai
Distt. Bhir (Maharashtra).
90. Maulana Azad Education
Society's Marathwada College of
Education
Posa Baugh, Post Box No. 27
Aurangabad (Maharashtra).
91. Govt. College of Education
Lature, Distt. Osmanabad
(Maharashtra)
92. Govt. College of Education
Nanded (Maharashtra)
93. Sh. Swami Vivekanand Shikshan
Sanstha's College of Education
Post Box No. 5
Osmanabad (Maharashtra).
94. Govt. College of
Education
Parbhani (Maharashtra)
95. Govt. College of
Education
Station Road
Akola (Maharashtra)
96. Govt. Post Graduate
Basic Training College
Walgaoon Road
Amravati (Maharashtra)
97. Sh. Shivaji College of
Education
Shivaji Nagar
Amravati (Maharashtra)
98. Govt. College of
Education
J.K. Shala Building
Bhandara (Maharashtra)
99. Govt. College of
Education
Buldana,
(Maharashtra)
100. C.S.M. Janta College of
Education
Civil Lines
Warora Road
Chandrapur (Maharashtra)
101. Punjabhai Patel
College of Education
Gondia (SE. Rly)
(Maharashtra)
102. Swavalambi College of
Education
Wardha (Maharashtra)
103. Govt. College of
Education
Yeotmal (Maharashtra)
104. A.E.S. College of
Education
Vishram Baug
Ahmednagar (Maharashtra)
105. D.E. Society College
of Education
Dr. Ram Manohar Lohia
Road, Dhulia
(Maharashtra)
106. College of Education
P.B. No. 31
Jalgaon (Maharashtra)
107. Janata Shikshan
Mandal's Sane
Gurji Vidya Prabodhini
Comprehensive College
of Education
Khiroda
Distt. Jalgaon
(Maharashtra)
108. M.G.V. College of Education
Malegaon Camp
Distt. Nasik
(Maharashtra)
109. N.T.V.S. College of Education
Nandurbar
Distt. Dhulia (Maharashtra)
110. N.D.M.V.P.S. College of
Education
Shivaji Nagar, Gangapur Road
Nasik-2, (Maharashtra)
111. Govt. College of Education
Panvel, Distt. Kolaba,
(Maharashtra).
112. Adarsh College of Education
and Research
Erandwana
Karve Road, Poona-4
(Maharashtra)
113. Tilak College of Education
Sad Shiv Peth
Tilak Road, Poona-30
(Maharashtra)

114. S.S.M.S. Adhyapak Mahavidyalaya
(College of Education)
Aranyeshwar
Poona-9 (Maharashtra)
 115. Rayat Shikshan Sansthas
Swami Sahajanand Bharati
College of Education
Shrirampur
Distt. Ahmednagar
(Maharashtra)
 116. College of Education
Sangammer
Distt. Ahmednagar
(Maharashtra)
 117. S.S. College of Education
Ulhasnagar-3
Distt. Thana
(Maharashtra)
 118. College of Education
Barsi
Distt. Kolhapur
(Maharashtra)
 119. G.K. Institute of Rural
Education
Mouni Vidyapeeth
Gargoti, Distt. Kolhapur
(Maharashtra)
 120. Shri Mouni Vidyapeeth
Acharya Jawadekar Adhyapak
Mahavidyalaya
Gargoti, Distt. Kolhapur
(Maharashtra)
 121. Shri Maharani Tarabai
College of Education
Sykes Extension
Kolhapur
(Maharashtra)
 122. Govt. College of Education
Ratnagiri
(Maharashtra)
 123. S.E.S. College of
Education
Sangli, (Maharashtra).
 124. Azad College of Education
Camp Satara
(Maharashtra)
 125. D.P.B. Dayanand College of
Education
Sholapur (Maharashtra)
 126. Sholapur College of Education
Ashok Chowk
Sholapur
(Maharashtra)
 127. P.V.D.T. College of
Education for Women
I, Nathibai Thackersey Road
Maharshi Karve Road
Bombay-1, (Maharashtra)
 128. S.N.D.T. College of
Education
Karve Road, Poona-4
(Maharashtra)
- MYSORE (Karnataka)**
129. Department of Post-
Graduate Studies in Edu.
Palace Road, Bangalore-9
(Mysore)
 130. M.E.S. Teachers College
Malleswaram
Bangalore-3, (Mysore)
 131. R.V. Teachers College
Jayanagar
Bangalore-3, (Mysore)
 132. Vijay Teachers College
Bull Temple Road
Bangalore-19 (Mysore)
 133. Govt. College of Education
Belgaum (Mysore)
 134. Kotturswamy College of
Education
Gandhinagar
Bellary-1. (Mysore)
 135. Post-Graduate Department of
Education
University College of Education
Karnataka University
Dharwar (Mysore)
 136. Govt. College of Education
Gulbarga (Mysore)
 137. Govt. College of Education
Jamkhandi
Distt. Bijapur (Mysore)
 138. Govt. College of Education
Chitradurga (Mysore)
 139. Maknur Malleshappa College
of Education
Davangere-2
Distt. Chitredurga (Mysore)

140. Govt. College of Education
Mangalore-1
South Kanara Distt.
(Mysore)
141. St. Ann's Training College
South Karnara District
Mangalore-1 (Mysore)
142. Govt. College of Education
Mysore-1.
143. Institute of Education
Nazarbad
Mysore-1.
144. Department of Post-Graduate
Studies and Research in
Education
University of Mysore
Manass-Gangotri
Mysore-6.
145. Regional College of Education
Manasa Gangotri
Mysore-6.
146. Saradavilas Teacher's College
K.R. Vanam Krishna Murthy
Puram
Mysore-4.
147. National College of
Education
Balraj Qrs. Road
Shimoga, Distt. Shimoga
(Mysore)
148. Manipal College of Education
Udipi
Distt. South Kanara
(Mysore).

ORISSA

149. Department of B. Ed.
Khallikhote College
Berhampur (Orissa)
150. Govt. Training College
Balangir (Orissa)
151. Govt. Training College
Sambalpur (Orissa)
152. Basic Training College
Angul, Distt. Dhenkanal
(Orissa)
153. Regional College of
Education
Bhubaneswar-7
Distt. Puri (Orissa)

154. Radhanath Training
College
Cuttack-2
(Orissa)

PUNJAB

155. Khalsa College of
Education
Amritsar (Punjab)
156. Govt. Training College
Jullundur City
(Punjab)
157. Montgomery Guru Nank
College of Education
Adarash Nagar
Jullundur City
(Punjab)
158. G.N. College of Education
for Women
The Mall, Kapurthala
(Punjab)
159. Ramgarhia College of
Education
Satnampura, Phagwara
(Punjab)
160. D.A.V. College of
Education
Abohar, Distt. Ferozepur
(Punjab)
161. G.H.G. Khalsa College of
Education
Gurusar Sadhar,
Distt. Ludhiana (Punjab)
162. D.A.V. College of
Education
Hoshiarpur (Punjab)
163. D.M. College of Education
Moga, Distt. Ferozepur
(Punjab)
164. D.A.N. College of Education
Nawanshahr Doaba
(Punjab)
165. G.H.G. Harparkash College of
Education
Sidhwan Khurd
Distt. Ludhiana
(Punjab)

166. Department of Education
and Community Services
Panjabi University
Patiala (Punjab)

RAJASTHAN

167. Shri Mahesh Teacher's
College
Jodhpur (Rajasthan)
168. Govt. Teachers Training
College
Ajmer (Rajasthan)
169. Regional College of Education
Pushkar Road
Ajmer (Rajasthan)
170. Banasthali Vidyapith College
of Education
P.O. Banasthali Vidyapith
Banasthali, Distt. Tonk
(Rajasthan)
171. Govt. Teachers Training
College
Bikaner (Rajasthan)
172. Gandhi Shikshak Mahavidyalaya
Guluabpura Distt. Bhilwara
(Rajasthan)
173. Maha Rao Shakhaji Shiksha
Mahavidyalaya
Shah Pura Bagh
Amber Road, Jaipur
(Rajasthan)
174. S.S.G. Pareek Teacher's
Training College
Bani Park
Jaipur (Rajasthan)
175. Jawahar Lal Nehru Teachers'
Training College
Garh Palace, Kota-6
(Rajasthan)
176. Basic Teachers Training
College
Gandhi Vidya Mandir
Shardarshahr (Rajasthan)
177. R.V. Lokmanya Tilak National
Teacher's College
Dabok, Udaipur
(Rajasthan)

178. Vidya Bhawan Govindram
Seksaria Teacher College
Udaipur (Rajasthan)

TAMIL NADU

179. Faculty of Education
Annamalai University
P.O. Annamalaiagar
Chitambam, South Arcot
Distt., (Tamil Nadu)
180. Govt. Training College
for Women
Coimbatore (Tamil Nadu)
181. Shri Ramakrishana Mission
Vidyalaya Teachers College
Sri Ramakrishna Vidyalaya
P.O. Perianaickenpalayam
R.S. Coimbatore
(Tamil Nadu).
182. Sri Avinahilingam Teachers
College for Women
Coimbatore-II
(Tamil Nadu)
183. Lady Willingdon Training
College
Triplicane, Madras-5
(Tamil Nadu)
184. St. Christophers'
Training College
No. 10, Rundallss Road
Vepery, Madras-7
(Tamil Nadu)
185. N.K. Thirumalachariar
National Training College
(For Women)
6, Dr. Beasant Road
Triplicane, Madras-5
(Tamil Nadu)
186. Stella Matutina College
of Education
Palace Road
Madras-4, (Tamil Nadu)
187. Teachers College
Saidapet
Madras-15
(Tamil Nadu)

188. Govt. Post Graduate
Training College
Orathanad
Distt. Thanjavur
(Tamil Nadu)

189. Sri Sarada Training
College
Nagapattinam
(Tamil Nadu)

190. Govt. Training College
Kannur
Vengaloor District
(Tamil Nadu)

191. NVKSD Teacher College,
Agumbe
Tamil Nadu
Kannur District
(Tamil Nadu)

192. Lakshmi Devi Training
College
Chengalpattu P.O. Madurai Dist
Agumbe R.S.
(Tamil Nadu)

193. St. Joseph's Teachers
College for Women
101, Government Road
Madurai
(Tamil Nadu)

194. Teachers College
Pudukottai
Madurai
(Tamil Nadu)

195. St. Joseph's Training
College for Women
Pudukottai
(Tamil Nadu)

196. St. Vincent's Training
College
Pudukottai
(Tamil Nadu)

197. Govt. Training College
Pudukottai
(Tamil Nadu)

TRIPURA

198. B. I. (S.T.I) College
P.O. Agartala College
Itanagar
Agartala (Tripura)

199. Hindi Teachers Trg. College
P.O. Kunjaban, Agartala
(Tripura)

UTTAR PRADESH

200. Radhasoami Educational
Institute
Dayalbagh, Agra
(U.P.)

201. Women's Training College
Dayalbagh-Agra-5
(U.P.)

202. Department of B. Ed.
Ganj Dundwara College
Ganj Dundwara
Etah Distt.
(U.P.)

203. Department of Education
(B Ed)
Hindu College
Moradabad (U.P.)

204. Department of B. Ed.
Swami Sukdevanand
College
Shahjahanpur (U.P.)

205. Department of B. Ed.
Ranvir Ramaji Degree
College
Amethi, Distt. Sultanpur
(Uttar Pradesh)

206. Department of B. Ed.
Shree Murli Manohar Town
Mahavidyalaya
Ballia (U.P.)

207. M. L. K. Degree College
Balrampur, (U.P.)

208. Department of Education
R. S. K. D. Degree College
Jaunpur (U.P.)

209. Department of B. Ed.
Hindu College
(U.P.)

210 Department of B Ed
Buddha Degree College
Kushinagar

211 Department of B Ed
B B Degree College
Mirzapur (U.P.)

212 Department of B Ed
B B Degree College
Pratapgarh (U.P.)

213 Department of B Ed
B B Degree College
Dutt Jangpur (U.P.)

214 Department of B Ed
B B Degree College
B B Degree College
B B Degree College
Kanpur (U.P.)

215 D B N College
B B Degree College
B B Degree College

216 Department of B Ed
D A V College
Orai (U.P.)

217 Department of B Ed
B B Degree College
B B Degree College

218 Department of B Ed
B B Degree College
B B Degree College

219 Department of Education
Lucknow University
Lucknow (U.P.)

220 Department of Education
Lucknow University
Lucknow (U.P.)

221 Department of Education
Lucknow University
Lucknow (U.P.)

222 Department of Education
Lucknow University
Lucknow (U.P.)

223 Department of Education
Lucknow University
Lucknow (U.P.)

224 Department of Education
D A V College
Muradnagar (U.P.)

225 Department of Education
D A V College
Muradnagar (U.P.)

226 Department of Education
D A V College
Muradnagar (U.P.)

227 Govt. Central Pedagogical
College
Allahabad (U.P.)

228 Govt. Training College for
Women
Allahabad (U.P.)

229 D A V Training College
Allahabad (U.P.)

230 Govt. Training College
Allahabad (U.P.)

231 Govt. Training College
Allahabad (U.P.)

232 Govt. Training College
Allahabad (U.P.)

233 Govt. Training College
Allahabad (U.P.)

WEST BENGAL

234 Department of Education
Kolkata (U.P.)

235 Department of Education
Kolkata (U.P.)

236 Department of Education
Kolkata (U.P.)

238. Ramakrishana Mission
Shikshana Mandir
P.O. Belur Math
Distt. Howrah (West Bengal)
239. All Bengal Teachers' Trg.
College
P-14, Ganesh Chandra Avenue
Calcutta-17 (West Bengal)
240. Birla College of Science
and Education,
2, Moira Street
Calcutta-17 (West Bengal)
241. David Hare Training College
25/3 Ballygunge Circular Rd.
Calcutta-19 (West Bengal)
242. Loreto College
7, Middleton Row
Calcutta-16 (West Bengal)
243. Shri Shikshayatan College
11, Lord Sinha Road
Calcutta-16 (West Bengal)
244. St. Xavier's Teachers
Training College
30, Park Street
Calcutta-16 (West Bengal)
245. Prabhat Kumar College
Contai, Distt. Midnapur
, (West Bengal)
246. B. Ed. Department
Fakir Chand College
Diamond Harbour
Distt. 24 Parganas
(West Bengal)
247. B. Ed. Department
Gobardanga Hindu College
Gobardanga, Distt. 24 Parganas
(West Bengal)
248. Nand Lal Ghosh B.T.
College
Village Panpur
P.O. Narayanpur Distt.
24 Parganas (West Bengal)
249. Gopalchandra Memorial
College of Education
P.O. New Barrackpore
24 Parganas (West Bengal)
250. B. Ed. Department
Tamralipta Mahavidyalya
P.O. Tamluk
Distt. Midnapore
(West Bengal)
251. Department of Education
Teachers Training College
Kalyani University
Kalyani
Distt. Nadia (West Bengal)
252. Ananda Chandra Training
College
Jalpaiguri
(West Bengal)
253. Govt. Teachers Training
College (Post Graduate)
Malda (West Bengal)
254. Post-Graduate Basic
Training College
Banipur, Distt.
24 Parganas (West Bengal)
255. Panskura Banamali College
Teachers Training Department
Panskura, Distt. Midnapur
(West Bengal)
256. Vinaya Bhawan
Viswa Bharati University
Santiniketan
Distt. Birbhum (West Bengal)

UNION TERRITORIES

257. Govt. College of Education
Sector 20 D,
Chandigarh.
258. Central Institute of Education
33 Chhatra Marg, Delhi-7
259. Nirmala Institute of Education
Nossa Senhora da Piedade
Panjim (Goa).

QUESTIONNAIRE

SECTION I

General Information

IDENTIFYING DATA

I. A 1. Name of the Secondary Training Institution :

.....

I. A 2. Complete postal address :

.....

.....

.....

.....

Nearest Rly. Station

I. A 3. Year of Establishment

i. As part of a bigger institution

ii. As an independent college

iii. As a University Department/Faculty of Education

iv. As a University College

I. A 4. Nature of the Institution :
(Please check)

- a. i Residential
- ii Partly residential
- iii Non-residential
- b. i Co-educational
- ii For men only
- iii For women only
- c. i Govt. institution
(Central/State)
- ii Govt. sponsored
(Central/State)
- iii University Department,
Faculty of Education
University College
(Pl. specify)
- d. i Private aided/unaided.
- ii Private independent/as
part of a bigger institution.
(Please indicate
name of the main Institution)
- iii Run by Religious/Ednl.
society/Public Organization,
Any other (Please specify)

I. A 5. i University/State Department
to which affiliated for award-
ing Degree/Diploma

- ii Year of affiliation

- I. A 6. Are there any Elementary Training Institutions or Institutions for special training or subjects under the same management ?

Yes/No

If yes, please specify below :

<i>S. No.</i>	<i>Name</i>	<i>Whether situated on the same campus</i>
---------------	-------------	--

1.

2.

- I. A 7. Is there any other Secondary Training College at this place ?

Yes/No

Please state the name with full address.

- I. A 8. i How is the Managing/Governing or Advisory Body constituted and what are its functions ? Please describe briefly.

- ii Is the Principal of the Institution/Head of the Department a member/ex-officio member on the Managing/Governing or Advisory Body ?

Yes/No

If yes, what office does he hold in it.

I. A 9. Please tick if your institution has any of the following :

1. Extension Services Centre

2. Extension Services Unit ...

3. Separate Research wing

4. Any other special provision. (Please specify)

I. A 10. Please give a brief history of your institution indicating the various stages of its growth.

I.B. Courses and Conditions

I. B. 1. Please give below details of the courses offered by your institution.

Name of the Course	Year When Started	Duration of the Session		Nature	Name the Degree/ Diploma/ Certificate awarded	Name the Examining authority
		From	To			

B. Ed./B. T./L. T.

M. Ed./M.A.(Edn).

M. Phil.

D. Litt. Ph.D./
D. Phil.Other courses
(Pl. specify)

1.

2.

3.

I. B. 2. Please indicate the requirements for admission to different courses.

Factors considered	Course					Other Courses (Please specify)
	B. Ed./B.T./L.T.	M. Ed./M.A. Edn.	M. Phil.	D. Phil./D. Lit./Ph. D.		
1	2	3	4	5	6	
i. Minimum academic qualifications.						
(a) % age of marks/Division earned in aggregate.						
(b) % age of marks/Divn. earned in certain subjects. (Indicate the subjects)						
ii. Teaching/professional Experience.						
iii. Age.						
iv. Admission test.						
Achievement test.						
Intelligence Test.						
Any other test. (Pl. specify)						
v. Interview.						
vi. Any other (Pl. specify)						

- I. B. 3. i. Is, in any case, relaxation allowed in minimum admission qualifications ?

Yes/No

If yes, please describe in brief.

- ii. Is any reservation of seats made for scheduled caste, scheduled tribe/backward classes ?

Yes/No

If yes, please describe the proportion of such reservations category-wise.

- I. B. 4. i. Describe in brief the selection procedure for admitting candidates to B. Ed./B.T/L.T. (regular course).

- ii. Is any deviation or relaxation permitted in the selection procedure for any category of candidates ?

Yes/No

If yes, please describe.

- I. B. 5. Do you have separate admission procedure for B.Ed. through part-time or correspondence ?

Yes/No

If yes, please briefly describe.

- I. B. 6. In case there are more than one Secondary Training Institutions at your place, do you have any mutually agreed arrangements for admission and selection?

Yes/No

If so, please specify arrangement.

I. B. 7. Describe briefly the selection procedure for admission to :

(a) M.Ed./M.A. (Edn.)

-

i. full time

ii. Part time

iii. correspondence

iv. By thesis.

(b) M. Phil

(c) D. Litt/D. Phil/Ph. D.

(d) Any other course
(Please specify)

SECTION I

Student Population

II.A. Enrolment and output:

	Degree						Any other (Pl. specify)
	B. Ed. (B. T. L. T.)		M. Ed. M. A. (Edn)		M. Phil		
	Regular Part-time Correspondence		Regular Part Time		M. Phil		
	*M.	*F.	M.	F.	M.	F.	
	M.	F.	M.	F.	M.	F.	
	1		2		3	4	5

II.A.1. Total no. of applications received for admission :

1968-69

1969-70

1970-71

II.A.2. Sanctioned strength.

1968-69

1969-70

1970-71

* M for male; F for female.

1 2 3 4 5

II.A.3. Actual strength

a. 1968-69 :

i Beginning of
the session.

ii End of the session.

b. 1969-70 :

i Beginning of
the session.

ii End of the
session.

c. 1970-71 :

i Beginning of
the session.

ii End of the
session.

5

4

3

2

1

II.A.4. Total output :

a. 1968-69

No. that appeared at
the final examination.No. that passed the
final examination.

b. 1969-70

No. that appeared at
the final examination.No. that passed the
final examination.

c. 1970-71

No. that appeared at
the final examination.No. that passed
the final examination.

Please state the reasons for shortage or excess of students admitted than the sanctioned strength, year-wise.

1968-69 :

1969-70 :

1970-71 :

II. A. 6. Please indicate the number of candidates admitted to the institution by the following categories :

	B. Ed. B. T., L. T.		P.T. Correspondence 1968-69, 69-70, 70-71. M. F. M. F. M. F.	M. Ed. M. A. (Edn.) 1968-69, 69-70, 70-71. M. F. M. F. M. F.	Other Courses (Pl. Specify) 1968-69, 69-70, 70-71 M. F. M. F. M. F.
	(Regular) 1968-69, 69-70, 70-71 M. F. M. F. M. F.				

i. Deputed by
State Govt.

ii. Deputed
by Schools.

iii. Freshers.

iv. Other
experienced
teachers.

v. Any other
(Pl. specify)

II. A. 7. Please indicate the total output of students in special subject fields.

Total Output

School Teaching subjects	B. Ed. B. T. L. T.		M. Ed. M. A. (Edn.)		Any other	
	1968-69.	1969-70.	1968-69.	1969-70.	1970-71	(Please specify)
	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.

7

Languages

(Please specify Language)

1. Regional Languages :

Mother tongue :

Any other :

1.

2.

ii. Classical Languages :

1.

2.

iii. Modern
Languages :

(a) Foreign

(i)

(ii)

(b) Indian

(i)

(ii)

iv. Social Sciences

Social Studies

History

Geography

Economics

Civics

Commerce

Any other
(Pl. specify)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
--	-----	-----	-----	-----	-----	-----	-----

v. Sciences

Physics

Chemistry

Biology

Mathematics

General Science

Any other
(Pl. specify)

vi. Arts

Music

Painting

Art & Craft

Any other
(Pl. specify)

vii. Other special fields

Physical Education

Agriculture

Any other
(Pl. specify)

II. B. Composition by General Educational Level

II B. 1. Please indicate number of students admitted by division/class earned in Graduate and Post graduate examinations.

	B. Ed. B. T. L. T.		M. A. Edn. M. Ed.		Ph. D. D. Lit. D. Phil.		Any other (Pl. specify)			
	1968-69.	1969-70.	1970-71	1968-69.	1969-70.	1970-71	1968-69.	1969-70.	1970-71	1970-71
	M	F	M	F	M	F	M	F	M	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
(12)										

a. M.A./M.Sc.

With distinction

Division I

" II

" III/Pass

b Division earned by
the above Post-
graduates at
Graduation.

Distinction

Ist Division

IInd "

IIIrd " /Pass

II. C. Composition by other consideration

Please indicate the number of students admitted into the institution by the following factors.

Number of Students Admitted

B. Ed./B. T./L. T. 1968-69, 1969-70, 1970-71		M. Ed./M.A. (Edn.) 1968-69, 1969-70, 1970-71		Ph. D./D. Phil. 1968-69, 1969-70, 1970-71	
M	F	M	F	M	F
F	F	F	F	F	F

II. C.i.

Research/Teaching experience

More than 5 years.

2 to 5 years.

up to 2 years.

Freshers.

II. C. ii. Age by years.

More than 35 years.

20 to 35 years.

upto 20 years.

II. C. iii. No. of students from :

The home State.

(in which the college is located)

Other States.

The home District.

SECTION III

Instructional Programme

III. A. General Information

Please give the following information for the courses available in your institution.

Courses			
Aspect	B. Ed./B. T./L. T.	M. Ed./M. A. (Edn.)	Other Courses (Pl. specify)
	(1)	(2)	(3)

III.A.i. Medium of instruction.

III.A.ii. Medium of examination.

III.A.iii. Opening day of the academic year.

III.A.iv. The day when admissions are generally over.

III.A.v. Closing date of the academic year.

(1)

(2)

(3)

III.A.vi. No. of sessions/terms
in each academic year

III.A.vii. No. of weeks in each
session on an aver-
age.

III.A.viii. Approximate no. of
teaching days per
week.

III.A.ix. No. of periods in a
teaching day on an
average.

III.A.x. Duration of each
period.

III.A.xi. Total no. of pds. de-
voted to theory papers
in a week on an aver-
age.

III.A.xii. Total no. of pds.
devoted to practice
teaching in a week
on an average.

(1)

(2)

III.A.xiii. No. of pds. devoted to practical work involved in theory papers, per week, on an average.

III.A.xiv. No. of pds. devoted to practical work involved in the organisation of other co-curricular activities per week on an average.

(a) within the working hours of the college

(b) outside the college hours, if any.

III.A.xv. Please describe, in brief, the routine of the daily programme of the College. (We shall, in addition, be obliged to have a copy each of the daily time table, College calender, and other similar material depicting the day to day programme of the college in this connection).

III. B. Theory Papers

List by title all the papers taught in your institution

<i>B. Ed./B. T./L. T.</i>	<i>M. Ed./M.A. (Edn.)</i>	<i>Other, if any (Pl. specify)</i>
(1)	(2)	(3)

III.B.i. Compulsory

Examination papers

i.

ii.

iii.

iv.

Non-Examination papers

i.

ii.

iii.

iv.

(1)

(2)

(3)

III.B.ii. Method Papers (Optional)

i.

ii.

iii.

iv.

(Please indicate the no.
of papers to be offered
by each student from this
group).

Is any of the above Compul-
sory for all ?

Yes/No

If yes, please name that
subject.

III.B.iii. Special fields (Op- tional)

i.

ii.

iii.

iv.

Please indicate the no. of
papers to be offered by
each student)

Is any of the above Compul-
sory for all ?

Yes, No

If yes, please name the
paper.

III.B.iv. Advance level papers	(1)	(2)	(3)
(Additional)			

a. Method papers.

i.

ii.

iii.

b. Special fields.

i.

ii.

iii.

(Please specify the no. of
papers and conditions
under which these papers
are to be offered)

III.B.v. Any other
(Please specify)

N.B. If space is inadequate, please add blank sheet.

THE THIRD NATIONAL SURVEY OF SECONDARY TEACHER EDUCATION IN INDIA

III. B. vi Please check the methods adopted in teaching theory papers.

Course	Methods & Techniques used					
	Lectures	Tutorials (mainly used for teaching)	Team Tea- ching	Super- vised self- study	Seminar, Symposia & Discussion	Assign- ments. Any other (Pl. spe- cify)

B.Ed./B.T./L.T.

M.Ed./M.A. (Edn)

Any other
(Pl. specify)

III. B. vii. Please give below additional information on tutorials as obtaining in your institution.

No. of tutorial sections offered during 1970-71	No. of students in each section.	How often did the tutorial section meet ? (weekly, fortnightly, monthly).
---	-------------------------------------	---

B. Ed/B. T./L. T.

M. Ed./M. A. (Edn.)

Any other (Pl. specify)

III. B.viii. Is each tutorial section attached to a single teacher educator/tutor for the session ?

Yes/No

If 'no' do you adopt the rotation system ?

Yes/No

How often is the teacher educator/tutor rotated among the group ? (Please indicate the duration for which a particular teacher is attached to a particular group).

Is it ensured that discussions in the tutorial group are related to the subject of the teacher and that of the group that is meeting ?

Yes/No

III.B.ix. Please comment briefly to your satisfaction or otherwise with the tutorial system prevailing in your institution

Points for satisfaction.

Points for dissatisfaction.

Suggestions for improvement of the tutorial system.

III.B.x. Describe any other feature that you may wish to say about the methods used in your institution for teaching the theory papers.

III.B.xi. Does your college provide for any general orientation programme in Teacher Education for the student teachers before teaching them different theory papers ?

Yes/No

If yes, how and for how many days do you organise this programme ?

Please also describe the nature & content of orientation organised this year :

III.C. Student Teaching**Organisation :**

III.C.a.i. What is the organisational pattern of practice teaching programme in your institution ? Please describe below.

Practice in Vogue (Pl. check)	Duration of the practice	How organised	Activities performed	Persons involved
1. Internship				
2. Block Practice Teaching				
3. Dispersed or Intermissive Practice				
4. Both Block and Intermissive Practice				
5. Any other (Pl. specify)				

III.C.a.ii. Is practice teaching done in your institution for full days or half days only with lectures in the other half ? (Please describe the practice in brief).

III.C.a.iii. Please give below the nature of schools available for Practice/experimental teaching.

Type of school	No. of schools available	Puoposes for which used					
		Practice teaching	Demonstration of good teaching	Observation of teaching	Exptl. Teaching	Research in teaching	Any other purpose (Pl. describe)
1. Attached Demonstration or Experi-mental schools.							
2. *Cooperating schools							
3. Practice tea- ching schools							
4. Any other (Pl. specify)							

* The schools from where the school teachers are made responsible for guidance, supervision & even evaluation of the trainees.

III.C.a.iv. Please state

The nature of assistance given by the school teacher during practice teaching :

The nature of orientation given to the school teachers for this assistance in practice teaching :

The incentive provided to the school teacher/co-operating teacher for his assistance in practice teaching :

The problems faced by you in enlisting the cooperation from schools.

III.C.a.v. How many subjects does a trainee teach during practice teaching ? (Please check)

.....One

.....Two

.....Three

.....More than three

How many lessons, in all, is a trainee required to deliver in each of the subject(s) during practice teaching ?

Is any of the school teaching subject(s) compulsory for all student teachers ?

Yes/No

If yes, please name the subjects(s).

Is each of the school teaching subject treated as Full, Half, one-third of a paper ? (Pl. specify).

- III.C.a.vi. Do you send the student teacher for practice teaching to schools in rural areas for any block of time ?

Yes/No

If so, what consideration is kept in view while choosing the rural schools for this programme. (In case your college is situated in rural area, please describe your position in relation to urban schools).

- III.C.a.vii. Besides practice teaching, what other activities are performed by student teachers during their stay in these schools.

- III.C.a.viii. In arriving at work load on your staff, how do you equate practice teaching, supervision etc. with classroom teaching (Please describe the criteria in brief).

Preparation for teaching :

- III.C.b.i. How many weeks' preparation does the student teacher get before he is sent for practice teaching ?

III.C.b.ii. Please describe the nature of preparation done, before practice teaching starts :

--by student teachers themselves in terms of activities and programmes undergone,

--by the institution and its staff in terms of the facilities and activities provided for this preparation.

III.C.b.iii. How many lessons is a trainee required to observe in each subject ?

Trainees' lessons

Class teacher's lessons

Other lessons.
(Please specify)

Are the trainees made to use any proforma for recording their observations ?

Yes/No

If yes, please attach a copy of the proforma

Are these observations discussed at any stage in the class or subject group ?

Yes/No

- III.C.b.iv. Please list the aspects of the school plant that the student teachers are required to observe during school visits.

Demonstrative Teaching :

- III.C.c.i. Please state the number of model or **demonstration** lessons in various teaching subjects given

prior to the commencement of practice teaching :

during middle of first term of practice teaching :

during the second term of practice teaching :

during the last term of practice teaching :

- (b) in easy or simple methods of teaching :
(Hesbartian methods etc.)

in complicated and involved methods of teaching :
(supervised study, projects, discussion, evaluation
tearm teaching etc. Pl. specify the technique)

- (c) in the attached demonstration schools :.....

in the cooperating schools :.....

in the practice teaching schools :.....

in the college itself :.....

at any other place :.....
(Pl. specify)

III.C.c.ii. Are the demonstration lessons open to all the trainees or to the subjects-groups alone ? (Pl. specify)

III. C. c. iii. Who gives the demonstration lessons ?

(Pl. check)

Method master

Any member of the Faculty staff

Class subject teacher

Principal of the College/School

Any other school teacher

Old students/M. Ed. students.

Any other
(please specify)

III. C. c. iv. Is any demonstration lesson given through screening of films on teaching ?

Yes/No

If yes, please indicate the title of such lessons screened during the last year

1.

2.

3.

Criticism Lesson :

III. C. d. i. How many criticism lessons, in each subject, is an individual trainee supposed to give

Before Practice Teaching ?

During the course of Practice Teaching ?

Towards the close of Practice Teaching ?

Before the final examination ?

At any other time during the academic year ?

III. C. d. ii. Are the criticism lessons discussed in the class ?

Yes/No

III. C. d. iii. Please check the purpose of organising criticism lesson in your institution.

Diagnostic as well as remedial for the student teacher's professional growth during practice teaching

Appraisal of the student's achievements.

Any other

(Please specify)

III. C. d. iv. Are the criticism lessons counted towards Internal assessment ?

Yes/No

If yes, how ? (Pl. describe).

Lesson Planning :

III. C. e. i. Who usually checks approves and the lesson plans prepared by student teachers (Pl. check)

Method master concerned ?

Any member of the Faculty staff ?

Tutor ?

Class room teacher ?

Both Method Master and classroom teacher ?

Any other (Please specify)

Is any time provided in the regular college/school time-table for discussion and approval of lesson plans ?

III. C. e. ii. Please mention the different approaches to lesson planning that you encourage in your College.

Approach

**Please give below its
brief description**

1. Herbartian.

2. Matter-Method.

3. Activity/Project.

4. Objective based & evaluation.

5. Any other (Pl. specify)

III. C. e. iii. Is the organisation of co-curricular activities by the trainees planned as a lesson and treated as a full practice lesson ?

Yes/No

Supervision :

III. C. f. i. Is full supervision for the whole period done of each trainee during practice teaching ?

Yes/No

If so, please indicate the no. of lessons so supervised per trainee on an average in each subject.

III.C.f.ii. Does the supervisor supervise
(Please check)

the lessons in his own subject alone ?

in all the subjects ?

only two or three lessons in a period ?

More than three lessons in a period ?

III. C. f. iii. Are the supervisory remarks given on the lesson notes discussed at any stage with the individual or group of individuals ?

Yes/No

Methodology :

III. C. g. i. Has your college cooperating experimental school devised any new method of teaching through practice teaching or otherwise ?

Yes/No

If yes, please describe, in brief, the method established.

III. C. g. ii. What steps do you take to ensure that student teachers follow the methods learnt in the college while teaching in schools as regular teachers ? (Pl. describe)

III. C. g. iii. Does any member of the College Faculty Staff take regular classes in the practice/cooperating/experimental schools ?

Yes/No

If yes, with what purpose ?
(please describe).

III. C. g. iv. What experiences do you give to your student teachers to acquaint them with Action Research, Case Studies, etc. ? (Pl. describe)

Activities :

III. C. h. i. Please list the co-curricular and extra-curricular activities that your institution organised during the year (1970-71) :

Activities**Objectives**

III. C. h. ii. Please mention the organisations that you have in your institution :

Organisation**Major activities envisaged**

1. Subjects clubs/Societies

2. Student Academic Association

3. Student Union/Parliament

4. Student Research or Publication
Committee.

5. Hobby/Dramatic groups

6. Any other (Pl. specify)

III. C. h. iii. Please describe the nature of Research reports or publications and journals brought out by your institution during the last three years.

a. Publication or Report	Year of Publication	Printed	Cyclostyled	Contribution made by Student Teachers, if any	Nature of contents
-----------------------------	------------------------	---------	-------------	---	-----------------------

1968-69

1969-70

1970-71

b. Name of Journal/ Periodical	Periodicity (Monthly, quarterly, Half yearly, Annual)	Printed	Cyclostyled	Contribution made by Student Teachers, If any.	Nature of contents
-----------------------------------	---	---------	-------------	--	-----------------------

1968-69

1969-70

1970-71

SECTION IV

IV Assessment

IV. a. i. Please indicate the distribution of marks allocated to different parts of the Courses.

COURSES

<i>Area/Paper</i>	<i>B.T./B. Ed./L.T.</i>		<i>M. Ed./M.A. (Edn.)</i>		<i>Any other Course</i>
	<i>Max. Marks</i>	<i>Min. Pass Marks</i>	<i>Max. Marks</i>	<i>Min. Pass Marks</i>	
	<i>Internal</i>	<i>External</i>	<i>Internal</i>	<i>External</i>	
I. Theory Papers.					
A. Compulsory					
1.					
2.					
3.					
B. Elective (Methods) Papers					
1.					
2.					
3.					
C. Optional (Special Fields) Papers					
1.					
2.					
3.					
D. Additional (Advanced Level) Papers					
1.					
2.					
3.					

II. Practice Teaching

1. Observation lessons
2. Practice lessons
3. Criticism lessons
4. Final lessons
5. Any other lessons
(Pl. specify)

III. Other Practical Work

1. Related to Theory papers.
2. Co-curricular activities
 —in the College.
 —in the Practice School
3. Craft/work Experience
4. Any other
(Pl. specify)

IV. a. 2. Please indicate the percentage of marks required for divisions/classes in different courses.

COURSES

<i>Division</i>	<i>BT./B.Ed./L.T.</i>	<i>M.Ed./M.A. (Edu.)</i>	<i>M. Phil</i>	<i>Other Courses (Pl. specify)</i>
-----------------	-----------------------	--------------------------	----------------	--

Distinction

First class

Second class

Third class

Pass

Any other
(Please specify)

IV.a.3. How is the examination result declared ? (Please check)

a. Combined for the entire B. Ed. course ?.....

b. Separate for

Theory,.....

Practice Teaching,

Community work.....

Any other
(Pl. specify).....

IV.a.4. Please describe the method used to consolidate the internal assessment of each trainee.

IV a.5. Does your Examining Agency provide for the Compartment System of examination for B. Ed./B.T./L.T. ?

Yes, No

If yes, is it :

in theory papers ;

in practice teaching ;

in other practical work ;

Any other

(Please specify)

If yes, please also describe, in brief, the conditions e.g. number of subjects etc laid down for taking this examination.

IV.a.6. Is the compartment examination held

as supplementary examination ;

as a part of the annual examination ;

in any other form ;
(Please specify)

- IV.a.7. Is it essential to obtain the minimum pass marks in each individual theory papers to pass the examination or is the candidate declared 'passed' on the basis of aggregate marks obtained by him in theory ? Please describe.

- IV.a.8. Is a candidate, who does not obtain the minimum pass marks in final teaching lessons, allowed to complete his B. Ed./B.T./ L.T. ?

Yes/No

If yes, has he to deliver the practice lessons once again as a regular private candidate. Please describe the procedure briefly.

IV.b.i. What is the basis for the internal assessment of theory papers ?
(Please check)

1. Periodical tests ;
2. A number of essays/assignments ;
3. Both (1) and (2) ;
4. Any other
(Please mention).

IV.b.ii. Please describe, in brief, the procedure adopted for internal assessment of Practice Teaching.

IV.b.iii. If practice teaching is assessed externally also, how many lessons constitute the basis for such assessment ?

IV.b.iv. Who makes the external assessment of Practice Teaching ?
(Please check)

A panel of a examiners ;

One examiner ;

Any other system
(Please mention).

In case of a panel, how many members constitute the panel ? And how many members of the College Staff sit on this panel.

IV.b.v. What is the basis of internal assessment of practice teaching ?
(Please check)

Performance in a lesson given for the sake of assessment ;

Cumulative performance during the academic year ;

Both cumulative performance and final lesson ;

Any other
(Please mention).

In case of cumulative performance, is practice lesson separately assessed ?

Yes/No

IV.b.vi. How is the cumulative assessment arrived at ?
(Please check)

Through discussion ;

Through consolidation of marks separately submitted by individual supervisors

Any other method
(Please specify)

IV.b.vii. Have you laid down any criteria and weightage in marks or grades for internal assessment of practice teaching?

Yes/No

If yes, please state the criteria and weightage.

<i>S. No.</i>	<i>Criteria</i>	<i>Weightage</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

IV.b.viii. Do you have any system of assessing participation in co-curricular activities ?

Yes/No

Who makes this assessment ?

(Please check)

Tutor ;

Teacher incharge of co-curricular activities ;

Any other

(Please mention).

What is the basis of this assessment ?

(Please check)

Report by the tutor ;

Report by teacher incharge of various co-curricular activities ;

Report by students themselves ;

Any records

(Please mention the name of such records).

IV.b.ix. Please give below, in brief, the methods adopted in your institution for the internal and external assessment of 'Additional Skills', if any.

S. No.	Subject	Assessment Method	
		Internal	External
1.			
2.			
3.			
4.			
5.			

IV.b.x. If the marks secured in these subjects do not count towards pass, do you give the pupil-teachers credit for this work in some other way ?

Yes/No

If yes, please state how it is shown. -
(Please check)

1. Mentioned in the certificate/Degree.
2. Mentioned in testimonials.
3. A separate certificate given.
4. Any other way (Pl. mention).

SECTION V.

RESOURCES OF THE INSTITUTION

V. a. Physical facilities and their use :

V. a. i. Has the institution a building of its own or a rented one ?

In which year was that building constructed ?

Was it built for your institutional purposes or adapted ?

Is the building adequate and suitable for the purposes of an educational institution ?
Yes/No.

V. a. ii. What is the area of the land of this institution, in square meters ?

What area is devoted to :

1. Buildings
2. Play grounds
3. Garden, agriculture farms, etc.
4. Other purposes
(Please specify).

V. a. iii. What area is available for expansion of the institution ?

1. On your current compound
2. On land available adjacent to your compound and suitable for building purposes.

V. a. iv. What is the location of your College in regard to the following ? Give description under each.

1. Environmental surroundings

2. Transportation facilities

3. How located with respect to your student and faculty homes ?

4. How located with reference to city utilities ?

5. How located with reference to your practice teaching schools ?

V. b. Utilization of the building :

V. b. i. Please indicate the availability and adequacy of buildings under the following :

<i>Purpose for which used</i>	<i>Number of rooms</i>	<i>Adequate</i>	<i>Inadequate</i>
General classrooms			
Subject rooms			
Tutorial or Seminar rooms			
Auditorium/Assembly halls			
Library			
Reading rooms			
Science Laboratory			
Psychology Laboratory			
Workshops			
Administrative Offices			
Staff Common rooms			
Individual Staff rooms			
Staff quarters			
Store-rooms			
Men's common room			
Women's common room			
Men's hostel			
Canteen Cafeteria			
Any other (Pl. specify)			

V. b. ii. How many faculty members do your staff quarters accommodate ?

Please state the criteria for allotting staff quarters ?

How many men students do your hostels accommodate ?

How many women students do your hostels accommodate ?

V. b. iii. Please state the average monthly hostel expenditure per trainee :

i. Mess Charges

ii. Rent, if any

iii. Other charges

Do the students participate in managing the hostel, mess arrangements etc.
(Please describe briefly).

Please state the medical facilities, if any, available for staff/students in the College/Hostel

V. c. Finances ;

V. c.i. Sources of income

Please state below the sources of your finances and the amount of income from them

<i>Sources</i>	<i>Income</i>		
	<i>1968-69</i>	<i>1969-70</i>	<i>1970-71</i>
Government grants			
Contribution from management			
Fees			
Any other (Please specify)			

V. c. ii. Please indicate the formula that the University or Department uses for calculating the Financial Grant.

V.c. iii. Please give below the rate at which fees are charged annually from the students.

*B.Ed./B.T. M.Ed./M.A. (Edn.) M.Phil. Ph.D. Any other
L.T. Course*

(a) Tuition Fee

(b) Admission Fee

(c) Library Fee

(d) Sports and Games Fee

(e) Other Fees, if any
(Please specify)

V. d. Pay scale of teachers :

V. d. i. Please give below details of pay scales of the various categories of your *teaching staff*. (If you do not use the designations indicated below, change them to the ones you use).

<i>Category of Staff</i>	<i>Scale of Pay</i>	<i>Allowances</i>	<i>Total</i>
Principal/Head of the Department.			
Professor			
Reader	.		
Assistant/Junior Professor	.		
Senior Lecturer			
Lecturer			
Coordinator			
Tutor			
Instructor			
Any other (specify)			

V. d. ii. Does your institution provide facilities and benefits to members of the teaching staff?
Pl. check the facilities provided.

A. Retirement Benefits :

- a. Pension
- b. Provident fund
- c. Insurance
- d. Gratuity

B. Welfare Facilities :

- a. Study Leave
- b. Maternity Leave
- c. Any other type of leave
(Pl. describe)

Any other facility :
(Pl. mention).

V. d. iii. Please describe the facilities provided for academic and professional growth of the Faculty staff during the last three years.

How many members availed these facilities during the last three years.

V. e. Expenditure :

V. e. i. Please state the expenditure (Non-recurring) made by your institution on the items mentioned below :

<i>Item of expenditure</i>	<i>1968-69</i>	<i>1969-70</i>	<i>1970-71</i>
New Buildings			
Expansion of buildings			
Permanent improvements			
Acquisition of land			
Equipments other than recurring			
Other (Indicate)			

Total :

V. c. ii. Please state the amounts spent (recurring) on the items given below :

	1968-69	1969-70	1970-71
Salaries : Teaching staff			
Salaries : Non-teaching staff			
Teaching Materials			
Library			
Laboratory supplies, equipment etc.	•		
Travelling allowance of staff	•		
Rent			
Other (specify)			

Total :

V. e. iii. If your institution gives any financial assistance to the students, please stat :

*Number of Students
receiving help (1970-71)*
B.Ed. M. Ed. Ph. D. Any other

*Annual Amount spent
(1970-71)*
B.Ed. M. Ed. Ph. D. Any other

Scholarship

Stipends

Free Student-
ships

Half Free-
studentships

Other
(specify)

V. e. iv. Please name the agency that meets and disburses this financial help.

- V. f. ii. i) In what fields, have you had difficulty in getting adequately qualified staff ?
(Please list below)

- ii) In what fields, if any, have you been forced to use non-specialists to teach specialised papers ? (Non-specialists would mean persons with qualifications lower than the minimum laid down by the University or the State Department of Education).

•

•

- iii) Have you had difficulty in holding qualified staff members ?
Yes/No

If yes, please describe your difficulties and also what specialists have been especially difficult to retain. Give reasons for this as you see them.

THE THIRD NATIONAL SURVEY OF SECONDARY TEACHER EDUCATION IN INDIA

- V. f. iii. What factors do you take into account when you calculate a full time load for your B.Ed. (B.T.) teacher educators ? (Check below)

- Hours of actual classroom teaching
- Hours spent in correction of lesson plans
- Clock hours of supervision of teaching or number of student teachers supervised
- Hours spent in discussion of lessons before and after practice teaching lessons
- Hours of laboratory or model teaching.
- Hours spent on tutorials.
- Hours spent in counselling students or number of counselees assigned (cross out that does not apply).
- Hours spent in other assigned duties, such as extra curricular programmes, hostel supervision, college committee memberships etc.
- Any other (Please specify)

- V. f. iv. What is the full-time weekly load (in clock hours) for one B.Ed. teacher educator ?

V. f. v. How many total hours per week of assigned work constitute a full work load for a teacher handling M.Ed./M.A. Edn./M.Phil/Ph.D. students ?

V. f. vi. What is the average load of each of the following staff members ?

<i>Teaching Hours</i>	<i>Supervising Hours</i>	<i>No. of post graduate students for guidance</i>	<i>No. of research projects</i>	<i>Any other</i>
Professor				
Reader				
Lecturer				
Instructor				
Tutor				
Others (Pl. specify)				

V. g. Library :

V. g. i. What was the number of books (excluding multiple copies) in your library as on the close of the year 1970-71 :

V. g. ii. Give the number of books (excluding multiple copies) procured by your library during

1. 1968-69

2. 1969-70

3. 1970-71

V. g. iii. How many journals do you subscribe to for library use (Please give a complete list separately)

1. Indian journals :

Professional.....

Non-professional.....

2. Foreign journals :

Professional.....

Non-professional.....

- V. g. iv. Give the amount you spent on purchase of books and journals during this period
1. 1968-69 Books : Rs..... Journals : Rs.....
 2. 1969-70 Books : Rs.....Journals : Rs.....
 3. 1970-71 Books : Rs.....Journals : Rs.....
- V. g. v. Does your library run on open-shelf system ?
Yes/No
- V. g. vi. What is the average issue of library books per day ?
- V. g. vii. What are the working hours of the library ?
- (a) On practice teaching days.....
 - (b) On other working days.....
 - (c) On holidays
- V. g. viii. For how many hours, per week, on an average, is the library open beyond the working hours of your institution.
- V. g. ix. Does your institution encourage Cooperative Book Bank or any other such thing for helping students to read more books ? (Please describe).

V. h. Laboratories :

V. h. i. Please mention the laboratories that your institution provides for

<i>Type</i>	<i>Number of Laboratories</i>	<i>Adequately equipped</i>	<i>Inadequately equipped</i>
Biology			
Chemistry			
Physics			
General Science			
Psychology			
Home Science			
Commerce			
Technology			
Other			
(Indicate nature)			

V. h. ii. Please mention the craft workshops that you have.

<i>Type of Workshop</i>	<i>Number</i>	<i>Adequately equipped</i>	<i>Inadequately equipped</i>
1.			
2.			
3.			
4.			
5.		.	
6.		.	

V. h. iii. Do you offer any programme in agriculture ?

Yes/No

If yes, do you have a farm ?

Yes/No

Is it adequate to your needs ?

Yes/No

If yes, do you have adequate equipment to put this land to effective cultivation ?

Yes/No

V. j. i. Please describe, in brief, the special efforts made by your institution :

1. to provide inservice training and refresher courses to the regular school teachers.
2. to have effective coordination and cooperation with other Colleges of Education.
3. to collaborate with other agencies connected with improvement of Teacher Education.

APPENDIX II

V. j. ii. Please list the research studies made by the Academic staff of your Institution during the last three years.
1968-69

1.

2.

3.

1969-70

1.

2.

3.

1970-71

1.

2.

V. i. Audio-Visual Appliances and Aids :**V. i. i. Does your institution have a separate audio-visual room ?****Yes/No****V. i. ii. Please list below and indicate the number of audio-visual appliances (such as gramophones, record players, tape recorders etc.) that you possess. Only list the appliances that are in working condition.**

Name of the appliance	Number
1.	.
2.	.
3.	
4.	
5.	
6.	

Is sufficient practice provided to the student teachers for using these appliances ?**Yes/No**

Please list below some of the major problems, that you think, stand in the way of qualitative improvement of Secondary Teacher Education.

Signature of the person
answering the questionnaire.

Designation

Please return to :

The Head,
Department of Teacher Education,
(NCERT) NIE Campus,
Sri Aurobindo Marg,
New Delhi-110016.

Space for additional information

APPENDIX II

Space for additional information

Space for additional information

Space for additional information



ERRATA

PAGE	FOR	READ
69 col. 2 last line	West Bengal	<i>Tamil Nadu</i>
70 col. 2 ninth line from bottom	Madhya Pradesh	<i>Assam</i>
71 col. 2 third line	followed by 49'	<i>followed by 51.5' in Tamil Nadu</i>
74 col. 2 fourth line from bottom	Rajasthan (52)	<i>Rajasthan and Tamil Nadu (5.2) each</i>

379'151
NCE
R



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING